ED 420 738   AA 001 299

Resources in Education (RIE). Volume 33, Number 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 420 739   CE 075 390

Albelda, Randy
In Harm's Way? Domestic Violence, AFDC Receipt, and Welfare Reform. Research-in-Brief.
PUB DATE- 97
NOTE- 8p.; Based on the report, "In Harm's Way? Domestic Violence, AFDC Receipt, and Welfare Reform in Massachusetts" by MaryAnn Allard, Mary Ellen Colten, Randy Albelda, and Carol Cosenza.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Battered Women; Compliance (Legal); *Family Violence; Federal Legislation; Marital Instability; Socioeconomic Status; *State Legislation; *Welfare Recipients
IDENTIFIERS- Welfare Reform

A survey was conducted in Massachusetts to determine the effect of some welfare policy changes among families who receive public assistance and have experienced domestic violence. Interviews were conducted with a representative sample of 734 Massachusetts women who received welfare between January and June 1996. The survey found that one-fifth of the women interviewed reported abuse by a husband or boyfriend within the past 12 months, and 65 percent of the women surveyed have been victims of domestic violence at some time in their lives, compared to an estimate of 20 percent of the general adult female population. Abused women were likely to have the following characteristics: having had disagreements with current or husbands or boyfriends, especially concerning child custody; having experienced violence as a child; having been married; and having had their first child at a slightly younger age (20.4 years) than women who had not been abused. Abused women were also more likely to have a child with a disability or to have a disability themselves and to have emotional and psychological problems. Welfare reforms aimed at eroding the safety net, requiring work, setting time limits, requiring paternity provisions, and requiring compliance with other welfare requirements may be too burdensome for abused women, who may thereby be pushed off welfare and into remaining in abusive situations. (KC)

ED 420 757 CE 076 717

Australia's Vocational Education & Training System Annual
National Report 1996. Volume 1: National Overview.
PUB DATE- 97
NOTE- 64p.; For volumes 2-3, see CE 076 718-719.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; *Educational Improvement; Educational Needs; Employer Attitudes; Foreign Countries; Job Training; *National Programs; Postsecondary Education; *Program Effectiveness; Program Implementation; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This document outlines the major features and achievements of the Australian vocational education and training system in 1996 and provides some illustrative examples of specific initiatives undertaken by states, territories, and the Commonwealth. Among the major achievements detailed in the report are the following: (1) for students--35,000 more places in vocational education and training, agreement to expand vocational education and training into schools with links to apprenticeship programs, more flexible delivery of training, development of strategies to redress barriers and inequitable outcomes for specific client groups, and piloting projects in several areas; (2) for employers--simpler processes for developing skills and a more flexible national training system, increased quality and relevance of employment-based training, and increased resources to finance growth in traineeships; and (3) for providers--increases in flexible delivery options, promotion of best practices, increased public funding, and reduced regulation and a focus on guaranteeing outputs. In summary, the achievements can be considered in terms of greater responsiveness, enhanced quality, improved accessibility, and increased efficiency. Financial information is included in the report. (KC)

ED 420 758 CE 076 718

Australia's Vocational Education & Training System Annual
National Report, 1996. Volume 2: Commonwealth, State &
Territory Achievements.
PUB DATE- 97
NOTE- 112p.; For volumes 1-3, see CE 076 717-719.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; *Educational Improvement; Employer Attitudes; Foreign Countries; *National Programs; Postsecondary Education; Program Effectiveness; Program Implementation; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This document contains a chapter from each Australian State and Territory and from the Commonwealth on their full range of achievements in 1996 related to the National Strategy for Vocational Education and Training. Achievements of all State and Territory Training Authorities are outlined in terms of the four themes of the national strategy: greater responsiveness, enhanced quality, improved accessibility, and increased efficiency. The report also includes information on Commonwealth initiatives in vocational education and training. Among the major achievements detailed in the report are the following: (1) reform of the apprenticeship and traineeship system; (2) reform of the vocational education system; (3) literacy training; (4) small business services; (5) quality initiatives; (6) migrant services; (7) improving access for disadvantaged groups; (8) industry-education partnerships; (9) development of the training market; and (10) small business training opportunities for women. (KC)

ED 420 776 CE 076 740

The National Women's Vocational Education and Training Strategy--An Implementation Guide.

PUB DATE- 96
NOTE- 46p.; For a related report, see CE 076 739.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Adult Education; Disabilities; Educational Research; *Educationally Disadvantaged; *Equal Education; Females; Foreign Countries; Guides; Indigenous Populations; Job Training; Literature Reviews; Needs Assessment; Non English Speaking; Outcomes of Education; Participation; Postsecondary Education; Program Implementation; Rural Population; Secondary Education; Sex Fairness; *Vocational Education; *Womens Education
IDENTIFIERS- *Australia; Australia (Torres Strait)

This implementation guide provides systems and providers of vocational education and training (VET) and related organizations with guidance in using Australia's National Women's Vocational Education and Training Strategy. Part 1 describes the nature of the strategy and presents a visual summary. Part 2 discusses the impetus for the strategy and the rationale for its outcomes and priorities. It covers the following: context; barriers to participation and success; benefits; priorities; outcomes (increased number of women completing VET programs, increased number of women with VET qualifications at all levels, women distributed more broadly across fields of study, increased participation and improved outcomes for specific groups of women); and indicators used in measuring outcomes. Part 3 presents possible actions for VET systems, providers, and related organizations through a discussion of the strategy's approaches and a model action plan. It sets out a formal implementation process that correlates organization with mechanism and role. Discussed next are the focus areas and approaches in the strategy and suggested actions for systems, providers, and related organizations. The model action plan is set out with a cover page and section for each outcome. Each outcome section presents a summary of the focus areas and strategies in table format, current state/local situation, improvement indicators, and table for actions with responsible agency/personnel, resources required, and time frame. Contains 49 references and a glossary. (YLB)

ED 420 794 CE 076 784

Vaske, Joann M.
Defining, Teaching, and Evaluating Critical Thinking Skills in Adult Education.
PUB DATE- 98
NOTE- 161p.; Specialist in Education thesis, Drake University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adult Education; *Adult Learning; *Critical Thinking; Educational Research; Higher Education; Student Evaluation; Teacher Attitudes; *Thinking Skills

This study examined adult educators' perceptions of components related to critical thinking, including definitions of critical thinking, instructional methods used, and methods of measuring students' growth. A self-report survey method elicited responses from adult educators who currently teach or previously taught adult education courses in United States institutions offering graduate degrees in adult education. Of 155 questionnaires, 78 were returned and 68 were usable. Data were summarized using frequencies, percents, means, and standard deviations. Some tests of statistical significance were carried out using the chi-square statistic. No statistically significant results were found. Respondents agreed that one goal of adult education should be to develop students' critical thinking skills. Moreover, they believed they are teaching critical thinking, using an indirect approach. However, they indicated that adult educators do not have a clear idea about what critical thinking is, which suggests that instruction has not been addressed systematically. Although no single definition of critical thinking emerged, results led to development of a conceptual framework of critical thinking for adult educators. Results indicated adult educators used experiential and participatory methods when teaching critical thinking skills. To evaluate gains in students' critical thinking skills, adult educators reported using a variety of qualitative measures. (Appendixes contain 119 references, instrument, and responses.) (YLB)

ED 420 811 CE 076 833

Commercial Truck/Equipment Technician. Occupational Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 82p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Auto Mechanics; *Competence; Competency Based Education; Diesel Engines; Employment Potential; Entry Workers; Job Analysis; *Job Skills; Motor Vehicles; *Occupational Information; Postsecondary Education; Promotion (Occupational); Secondary Education; Small Engine Mechanics; Technology Education; *Vocational Education
IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; Ohio

This Occupational Competency Analysis Profile (OCAP) for commercial truck and equipment technician is an employer-verified competency list that evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives throughout Ohio. The task list of the National Automotive Technicians Education Foundation (NATEF) makes up units 1-8 of the OCAP, covering the 8 truck areas that may be certified: (1) gasoline engines; (2) diesel engines; (3) drive train; (4) suspension and steering; (5) brakes; (6) electrical and electronic systems; (7) heating and air conditioning; and (8) preventive maintenance inspection. Unit 9 contains additional competencies important to the success of entry-level auto collision technicians in Ohio. Competencies for employability also are listed. Each OCAP identifies the occupational, academic, and employability skills (competencies), clustered into broader subunits and units, and coded by priorities needed to enter a given occupation or occupational area. The OCAP guide also includes an academic job profile showing levels of proficiency in academic areas needed for commercial truck and equipment technicians; a total list of academic competencies as well as a list of the competencies needed for these occupations; and a list of the members of the verification panels. (KC)

ED 420 831 CG 028 557

Crowe, Ann H.
Drug Identification and Testing in the Juvenile Justice System. Summary.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Drug Abuse; Drug Use Testing; *Juvenile Justice; Program Evaluation
IDENTIFIERS- American Correctional Association

The first step of effective intervention with delinquent youth is to identify youth who are engaged in using alcohol and other drugs. This document reviews the American Correctional Association and the Institute for Behavior and Health, Inc. ACA/IBH and The American Probation and Parole Association (APPA) projects that investigated innovative and appropriate methods to identify and intervene with substance-abusing youth involved in the juvenile justice system. This report includes the following sections: rationale; project descriptions; outcomes; benefits; program development; conclusions and recommendations; and future directions. The Rationale examines the extent of substance abuse among youth, drug-involved youth in the juvenile justice system, and consequences of youth substance abuse. Project Descriptions cover program purpose, target audience, principal activities, and information dissemination. Program Outcomes present findings and provide guidance and resource information. Program Development outlines the assessment of needs and resources, and program and policy development. The report's Conclusion states that drug identification strategies, followed by effective interventions, help prevent further illicit drug use and delinquency; specific recommendations for effective programs are outlined. The Future Directions section focuses on systems development training and technical assistance, and skills development training. Contains a glossary and 48 references aud suggested readings. An appendix contains 18 drug-testing forms. (MKA)

ED 420 850 CS 013 242

Kaderavek, Joan N.; Sulzby, Elizabeth
Oral Narratives and Emergent Bookreadings of Typically Developing and Language Impaired Children.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Emergent Literacy; *Language Acquisition; *Language Impairments; Language Research; *Language Skills; *Oral Language; *Oral Reading; Preschool Children; Preschool Education
IDENTIFIERS- *Childrens Responses; Indirect Speech; Speech Research; Variables

A study analyzed responses of 20 children with and without language impairment to two narrative genres, oral narratives and emergent readings, elicited in the children's homes. Subjects were 2-to 4-year-old preschool children from the metropolitan area of a mid-sized midwestern city: 10 children with specific language impairment (SLI) and 10 with typically developing language (TD). Analyses compared macrostructural and microstructural variables produced in these two contexts and identified features providing insight into the language and emergent literacy development of children with language impairment. Comparative analyses of the two narrative genres revealed that children with and without language impairment were able to produce both narrative genres, that emergent readings were longer than oral narratives, and that children had a greater incidence of "reported speech" (dialogue carriers and direct quotation) during emergent readings. Analyses of group differences revealed that children developing typically used reported speech significantly more often than children with SLI during emergent readings, but there was no reported speech during oral narrative productions for either group. (Contains 3 tables of data and 53 references.) (Author/CR)

ED 420 870 CS 216 393

Dobie, Ann B.
Working Together: WAC, the Departments, and the Writing Center.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; Higher Education; *Interprofessional Relationship; National Surveys; Program Effectiveness; School Surveys; *Writing Across the Curriculum; *Writing Laboratories
IDENTIFIERS- Administrator Surveys; Faculty Attitudes

A study examined the relationship between Writing Centers and Writing-across-the-Curriculum (WAC) programs--central to the study was a survey designed to determine how writing programs are generally organized in higher education and how effective the people administering them judge them to be. The survey gathered information from 26 writing program administrators and Writing Center directors regarding: the history and development of their programs; relationships between the WAC program and the Writing Center on each campus; interactions among the Writing Center, Writing across the Curriculum, and the departments (faculty); what WAC programs and Writing Centers offer to the departments; and judgments about the effectiveness of the structures, offerings, and processes of their systems. Findings revealed a wide variety of relationships, ranging from programs with little or no collaboration to those featuring fully integrated activities. Specific recommendations include the following: (1) strengthening communication; (2) expanding collaborative efforts; (3) including faculty in the administration of programs; (4) making department heads aware of what writing can do for their students and how it cam be incorporated into their curriculum; (5) working to make the impetus for participating in WAC and using the Writing Center come from the inside of departments, not as an imposition from outside (and worst of all, as an imposition from the English Department); and (6) reconsidering what the WAC program and Writing Centers offer to the departments. (SR)

ED 420 890 CS 509 867

Bell, J. Derek

Utilizing Computer Mediated Technology in the Basic Communication Course: "Organizational Implications."

PUB DATE- 98

NOTE- 5p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Higher Education; *Instructional Innovation; *Introductory Courses; *Public Speaking; Required Courses; Student Needs

IDENTIFIERS- Access to Computers; Learning Environment; *Technology Integration; *University of Wisconsin Stevens Point

A basic public speaking/communication course at the University of Wisconsin-Stevens Point, a general degree requirement, is using computer mediated technologies to make the class more innovative and applicable. The basic course should provide experiential knowledge of the fundamentals of delivering an effective presentation, and, in a more general sense, it must offer a backdrop of communication theories and propositions that situate the discipline of communication as central to being human. The innovation begins with the fact that the campus is on the Microsoft Exchange Network, and every student is allowed access. The network provides an excellent organizational tool for both students and course instructors. The Exchange incorporates "public folders" in which every department can post a listing so the entire University can visit the folders. The basic communication course folder contains specific categories that mirror the required speeches and corollary assignments, with folders for posting topics and other related information labelled for the several speeches each student has to complete. The more that public folders are used the more they might be relied on to transfer basic information, like the class syllabus and additional assignments that will enhance the students' learning. (CR)

ED 420 912 EA 029 117

Bierlein, Louann A.; Mulholland, Lori A.
Charter School Update & Observations Regarding Initial Trends and Impacts. Policy Brief.

PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Board of Education Policy; *Charter Schools; Comparative Analysis; *Educational Policy; *Educational Trends; Elementary Secondary Education; Program Descriptions; *State Legislation

As charter schools continue to gain momentum, trends are becoming visible. Some of the issues surrounding this reform movement are discussed in this policy brief. It examines charter schools in 12 states, offering an overview of what these schools are and how they work. Of the myriad forms that have emerged, their strength or weakness is attributable to whether sponsors other than local boards are allowed to participate, the extent of automatic state law/rule exemptions granted, and the schools' degree of fiscal and legal autonomy. Some of the initial trends and impact of charters in these states are profiled, such as fears concerning elite schools and resegregation not coming true; "stronger" charter school law elements that make a difference; the unique community and/or business partnerships being formed that may lead to enhanced support for all public schools; unique learning environments being created; a larger percentage of existing funds being focused on instructional activities; ripple effects across the broader system becoming visible; the spreading knowledge of the charter concept; charter-school critics mounting more sophisticated opposition; and problems evident in the system. A grid is featured comparing types of charter-school laws. (RJM)

ED 420 931   EA 029 501

Wirt, John; Snyder, Tom; Sable, Jennifer; Choy, Susan P.; Bae, Yupin; Stennett, Janis; Gruner, Allison; Perie, Marianne
The Condition of Education 1998.
PUB DATE- 98
NOTE- 388p.; For the 1997 report, see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Access to Education; Black Students; *Educational Assessment; *Educational Attainment; *Educational Quality; Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; *Outcomes of Education; Paying for College; Postsecondary Education; *School Demography; *School Statistics; Student Costs; Tables (Data)
IDENTIFIERS- *Educational Indicators; Hispanic American Students

The current status of education for 1998 is presented as an indicator report, analyzing key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The report first presents three "Issues in Focus": "College Access and Affordability"; "Progress in the Educational Achievement of Black Students"; and "Progress in the Educational Achievement of Hispanic Students." Following the discussion of issues are 60 indicators of the current status of education, 10 of which are new. The indicators are organized into six sections: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) organization and management of educational institutions; (5) climate and diversity of educational institutions; and (6) financial and human resources of educational institutions. Within each section, indicators on issues in elementary and secondary education are integrated with those on issues in postsecondary education to reflect the continuity of educational experiences. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Appendices comprise over half of the publication and contain supplemental tables and notes, estimates of standard errors for the statistics, data sources, a glossary, an index, and a list of selected publications of the National Center for Education Statistics (NCES). (MLF)

ED 420 950 EC 306 515

Miranda, Kathleen; Verna, Marilyn Ann
Gifted Elementary Programs in Taiwan, ROC and the United States: A Comparison.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association, (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Comparative Education; Cross Cultural Studies; *Curriculum; Elementary Education; *Elementary School Curriculum; Foreign Countries; *Gifted; Knowledge Base for Teaching; Program Design; *Talent; *Talent Development
IDENTIFIERS- New York; *Taiwan

Twenty-one elementary school teachers from Taiwan and 53 elementary school teachers from the New York metropolitan area were interviewed to compare the structure of talented and gifted programs (TAG), their strengths and weaknesses, and provisions for program evaluation. Results indicated few differences between the gifted students, their work habits, or their abilities. The teachers of the gifted had similar backgrounds in both nations. They were well trained and had completed formal college training in educating the gifted. The structure of the programs, however, was basically different. In contrast to the United States, in Taiwan the gifted programs are formal and explicitly defined. Students are uniformly selected by a multi-tiered process developed by the Ministry of Education, teachers of the talented and gifted have formal, theoretical training, which usually includes between 30 and 60 credit hours. In-service training is regularly scheduled and mandatory for all teachers of the gifted. The curriculum is similar in all of Taiwan's programs and teachers commented on the limited selection of curricula materials. Finally, Taiwan's talented and gifted programs are formally evaluated by the Ministry of Education, but the results of the evaluations are not shared with the teachers. (Contains 36 references.) (CR)

ED 420 970 EC 306 543

The Monograph of CNMI Educational Leadership Research: Implications for Capacity Building To Address Issues of Disability in the Pacific.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adult Education; Cultural Awareness; *Disabilities; Diversity (Student); Educational Strategies; Elementary Secondary Education; Faculty Mobility; Higher Education; Independent Living; *Language Minorities; Literacy; Parent Attitudes; Professional Development; Program Proposals; Research Projects; *Teacher Education Programs; *Teacher Persistence

This monograph is a compilation of abstracts of the research conducted by students who participated in a collaborative Educational Leadership master's degree program through San Diego State University and Northern Marianas College, Commonwealth of the Northern Marianas Islands (CNMI). The research projects include: (1) teacher satisfaction and multi-grade school scheduling in the public school system of CNMI; (2) the effectiveness of a family literacy program; (3) the development of a faculty training manual for understanding and appreciating cultural diversity; (4) the development of a social studies textbook; (5) a thematic curriculum guide for kindergartners in a bilingual program; (6) an evaluation of the hospitality management program at Northern Marianas College; (7) job satisfaction and nurse retention at Commonwealth Health Center; (8) parental attitudes toward independent living as a curriculum offering; (9) providing a conducive learning environment in literacy for first-grade language minority students; (10) recommendations for advisor/mentor training; (11) achievement scores of participants in an after-school reading program; (12) factors associated with attrition of faculty at Northern Marianas College; (13) the effectiveness of distance education technology in the delivery of mathematics instruction at Northern Marianas College; and (14) the development of the teacher training program at the Northern Marianas college. (CR)

ED 420 989 FL 024 714

Noss, Richard B.; Gonzalez, Andrew, Ed.; Sibayan, Bonifacio P., Ed.

Language in Schools. Monograph No. 41.

PUB DATE- 96

NOTE- 501p.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Books (010),Reports - Research/Technical (143)

DESCRIPTORS- Bilingual Education; *Classroom Communication; Classroom Techniques; Communicative Competence (Languages); Curriculum Design; Elementary Secondary Education; Foreign Countries; Language Acquisition; *Language of Instruction; Language Research; *Language Role; Language Tests; *Language Variation; Linguistic Theory; Reading Skills; Second Language Instruction; Second Language Learning; Study Skills; Teaching Methods; Testing; Writing Skills

This monograph attempts to integrate experience and research findings in several related disciplines and bring them to bear on the problem of how to make language programs in schools simultaneously accommodate the needs of both the language curriculum and the general curriculum. It addresses four issues: (1) how specific languages, in all their varieties, are typically used to convey general information through various spoken and written channels to children in schools, and how they are susceptible to change; (2) how students' language proficiency, as individuals and as groups, affect acquisition of other knowledge and skills, and vice versa, in a typical school; (3) options available to language specialists in relating the monolingual, bilingual, or multilingual curriculum to language syllabi, tests, and instructional sequences in language courses; and (4) in cases where choice of language media and language subjects has not ben dictated by educational policy, or is otherwise subject to change, what the most important considerations are in determining the kind of language to be used for each type and level of instruction, in both language and general curriculum. (MSE)

ED 421 011 FL 025 335

Sarangarm, Isara; And Others
Bilingual Program Evaluation Report on Idea Language Proficiency Tests, 1996-97.
PUB DATE- 98
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Language Proficiency; *Language Tests; Program Evaluation; Reading Tests; *Spanish; Spanish Speaking; Tables (Data); Testing Programs; Verbal Tests; Writing Evaluation
IDENTIFIERS- Idea Oral Language Proficiency Test; Idea Oral Language Proficiency Test Spanish; *Las Cruces Public Schools NM

The report presents findings concerning the language proficiency of elementary, middle, and high school students receiving bilingual services in the Las Cruces Public Schools (New Mexico). The report contains five sections: general information about the bilingual program in the school district; the Idea Language Proficiency Tests (IPT); results of the English and Spanish oral tests; results of the English and Spanish reading and writing tests; and recommendations. Highlights of the findings include the following: an overall decrease in the number of non-English and limited-English speakers and a rise in the number of fluent English speakers; an overall increase in fluent Spanish speakers and decrease in limited-Spanish speakers; differential program effects on LAU ratings of oral proficiency; an overall rise in competent English readers and writers; and an overall rise in competent Spanish readers and writers. In all cases, differential program effects were found, and are summarized, for students at each school level (elementary, middle, high school) and for different bilingual program levels (6-hour, 3-hour, 2-hour, 1-hour). Acronyms used in the analysis and forms used for collecting data are appended. (MSE)

ED 421 033 HE 031 375

Siggia, Rosanne Marie
The Relationship Between University Members' Job Satisfaction/Stress and Their Perceived Level of Physical Fitness.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Higher Education; *Job Satisfaction; *Physical Fitness; Quality of Working Life; Questionnaires; *Self Evaluation (Individuals); *Stress Variables
IDENTIFIERS- *Edinboro University of Pennsylvania

This study at Edinboro University (Pennsylvania) examined the relationship between faculty members' perceived level of physical fitness and their job satisfaction and stress levels. A 33-item questionnaire was adapted from existing instruments: the retirement descriptive index; the job descriptive index; and the lifestyle questionnaire. The questionnaire was completed by 50 (of 105) faculty members. The results generally indicated increased job satisfaction and decreased stress when faculty members had a higher level of perceived physical fitness. Other findings indicated that the faculty members generally had a high level of job satisfaction, that most felt their physical condition surpassed that of most of their peers, and that most experienced relatively low levels of job-related stress. The questionnaire is attached. (Contains 82 references and 6 tables.) (DB)

ED 421 053 HE 031 396

Akerhielm, Karen; Berger, Jacqueline; Hooker, Marianne; Wise, Donald

Factors Related to College Enrollment. Final Report.

SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.

PUB DATE- 98

NOTE- 96p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Academic Aptitude; Academic Persistence; Access to Education; *College Attendance; Educational Demand; Enrollment; Higher Education; *Minority Groups; *Student Characteristics; *Student Educational Objectives; *Student Financial Aid

IDENTIFIERS- National Education Longitudinal Study 1988

Using data from the National Education Longitudinal Study of 1988, this study examined factors related to postsecondary education enrollment, focusing on the impact of early indicators and financial aid. Major findings of the report indicated the following: (1) a majority of students, 63 percent by 1994, attended some type of postsecondary institution; (2) most students attend public institutions (four-year or less); (3) Native Americans, Blacks, and Hispanics are least likely and Asians/Pacific Islanders most likely to attend postsecondary institutions; (4) postsecondary education increases with family income; (5) low-income students are less likely than higher income students to attend 4-year schools, even among high-test-score students; (6) students in the bottom income, top-test-score group are most likely to enter the armed forces; (7) nonfinancial reasons for not planning to attend postsecondary institutions are similar across the income spectrum, with students most likely to report taking time off before continuing their education; (8) educational expectations, academic preparation, course-taking behavior, and behaviors such as having children or using drugs influence postsecondary education attendance; (9) there is a relationship between parental attitudes, financial aid, and attendance at postsecondary institutions; and (10) predicted amounts of financial aid have no statistically significant effect on postsecondary enrollment. (Contains 34 references and appendix contains variable definitions.) (CH)

ED 421 073 HE 031 418

Lerner, Robert; Nagai, Althea K.

Preferences at the Service Academies. Racial, Ethnic, and Gender Preferences in Admissions to the U.S. Military Academy and the U.S. Naval Academy.

PUB DATE- 98

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Standards; *Affirmative Action; Asian Americans; Black Students; *College Admission; *College Applicants; College Outcomes Assessment; Ethnic Groups; Graduation; Higher Education; Hispanic Americans; *Military Schools; *Minority Groups; Racial Factors; *Sex Differences; Statistical Analysis; White Students

IDENTIFIERS- *Military Academy (West Point) NY; *Naval Academy MD

This study used statistical analysis to determine the extent to which racial, ethnic, and gender preferences are affect admissions policies of the U.S. Military Academy at West Point (New York) and the U.S. Naval academy at Annapolis (Maryland). The study used data for all applicants for the fall 1995 freshman class that included racial or ethnic group membership, gender, verbal and math scores on the Scholastic Assessment Tests (SAT), and high school class rank. Data are presented in text, figures, and tables for the following factors: racial and ethnic differences in admission rates; sex differences in admission rates; differences in admittee qualifications between whites and blacks, between whites and Hispanics, and between whites and Asians; and gender differences in admittee qualifications. A section on computing the odds of admission uses logistic regression to show effects of racial and ethnic group membership and of gender on admission chances. Data are also presented which show how preferences affect graduation rates and the admission of less-qualified black and Hispanic students over Asian and white applicants. A breakdown of the data by each of the two schools is also provided. (DB)

ED 421 092 IR 018 811

Hoffman, Bob; Ritchie, Donn
Teaching and Learning Online: Tools, Templates, and Training.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Faculty Development; Higher Education; *Instructional Design; *Material Development; Online Systems; Training; *Workshops
IDENTIFIERS- California State University; Mental Models

The 22-campus California State University (CSU) system recently sponsored an online faculty development institute to help college instructors learn how to create pedagogically sound online instruction. The Tools, Templates, and Training (T3) workshop, which is now available to interested faculty and institutions throughout the world, was designed to foster immediate success and encourage incremental development of online course materials; faculty could begin with just a page or two, work up to a course module, and eventually understand the scope of effort necessary to scale their online modules to a full online course. This paper describes the genesis of the online workshop, outlines the underlying design principles, presents an overview of the workshop modules (introduction, connect, apply, reflect, and extend), and reviews the lessons learned from the project. (AEF)

ED 421 112 IR 018 831

Gunter, Glenda A.; Gunter, Randolph E.; Wiens, Gregory A.
Teaching Pre-Service Teachers Technology: An Innovative Approach.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Anxiety; *Computer Attitudes; Computer Literacy; Educational Technology; Higher Education; Instructional Effectiveness; Introductory Courses; Pilot Projects; *Preservice Teacher Education; *Preservice Teachers; Pretests Posttests; *Student Attitudes
IDENTIFIERS- Computer Attitude Scale; Computer Use; Technology Utilization; University of Central Florida

This pilot study examined variables that could influence attitudes toward learning and working with computers of preservice teachers at the beginning and end of an introduction to educational technology computer course taught at the University of Central Florida's College of Education during Summer 1997. The variables examined in the study were computer attitudes (computer anxiety, computer confidence, computer liking, and computer usefulness) and student perceptions. Twenty-six students enrolled in the course completed the Computer Attitude Scale (CAS) pretest and posttest. The basic curriculum and course issues that were considered to be fundamental to the overall success of the course were curriculum issues, high impact and low threat, classroom issues and design, and continuous emphasis on key basic skills. Findings indicated that, after completion of the course, students had less anxiety and a more positive attitude toward technology. (AEF)

ED 421 131 IR 018 851

Stevens, Carol; Lonberger, Rosemary

Using Technology in Instruction: Supporting Teacher Education Faculty Development.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; Cooperative Planning; Educational Planning; Educational Technology; Elementary Education; Faculty Development; Group Discussion; Higher Education; *Instructional Improvement; *Preservice Teacher Education; Program Development; Teacher Educators; Training; Workshops
IDENTIFIERS- Access to Technology; *Technology Integration

In recognition of the need to improve preparation of future teachers and following a series of discussions, the faculty of a mid-sized college's department of elementary education devised a plan to integrate technology into their preservice teacher education courses. Faculty members agreed to participate in a 3-week preliminary group experience. Consideration of faculty input, review of current literature, and dialog with teacher educators revealed three conditions that have a strong impact on the quality and nature of teacher education faculty use of technology: training, access, and context. The program devised by the committee, therefore, included a training program designed to meet the needs of faculty members with varying degrees of expertise. Following the training program, both full and part-time faculty who had participated were given access to office equipment. Finally, issues relating to context included a commitment to group support, shared experiences and materials, and more integration of educational technology in classroom instruction and assignments. These elements formed the foundation for preliminary program development, and they are expected to be critical in the ongoing integration of technology in the teacher education program. Contains 11 references. (AEF)

ED 421 150 IR 018 870

Marcovitz, David M.
Supporting Technology in Schools: The Roles of Computer Coordinators.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Coordinators; Curriculum Development; *Educational Change; Educational Policy; Elementary Education; Higher Education; Policy Formation; Program Development; Qualitative Research; *Role; Teacher Education
IDENTIFIERS- *Computer Coordinators; Support Services; Technology Coordinators; *Technology Integration

Three areas of importance to computer coordinators in the schools are: support by walking around, nuts-and-bolts support, and the computer coordinator as policy maker. A day spent following a computer coordinator around an elementary school was examined in the context of a larger qualitative study in which various aspects of support for technology at the school were observed for a little more than one school year. Data for the case study came from a day spent with the part-time computer coordinator of Burnham Elementary School, during the 1993-1994 school year. The computer coordinator can be technician, trainer, curriculum consultant, curriculum designer, and policy-maker. Support by walking around can facilitate these roles by making the computer coordinator aware of technical problems and training needs, how the computer can support the curriculum, and the effects that policy decisions can have on different teachers. The report suggests that teacher educators need to understand that computer coordinators need strong technical skills and the ability to provide basic training because these roles are likely to be significant parts of their jobs. A computer coordinator with a good understanding of the change process can help to set policies that enable technology to help change schools in positive ways. (AEF)

ED 421 169 IR 018 889

Tu, Jho-Ju; Babione, Carolyn; Chen, Hsin-Chu
Online Survey, Enrollment, and Examination: Special Internet Applications in Teacher Education.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer System Design; *Computer Uses in Education; Design Requirements; Elementary Secondary Education; Higher Education; Online Systems; Student Teaching; *Teacher Education; Training; World Wide Web
IDENTIFIERS- Technology Integration

The Teachers College at Emporia State University in Kansas is now utilizing World Wide Web technology for automating the application procedure for student teaching. The general concepts and some of the key terms that are important for understanding the process involved in this project include: a client-server model, HyperText Markup Language, HyperText Transfer Protocol, and Common Gateway Interface. Three main requirements were considered for the system's design. First, the system should allow student teachers to use a Web browser to enter and submit application data and personal information from remote computers connected to the Internet. Second, it should allow the applicants to update their information at any later time after resigna[illegible] Third, the system should allow only eligible students to [illegible]gister and should minimize the involvement of staff or personnel for maintenance. Implementation consists of following three parts: the HTML document, an identification database, and CGI scripts. The application of this system consists of two stages: identification and enrollment. Only through extensive preservice applications will teachers acquire the understandings, skills, and confidence they need to use technology in their classrooms and prepare their students for an information-based society. (AEF)

ED 421 188 JC 980 333

Price, J. Randall
Fast Track Option: An Accelerated Associate's Degree Program.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Acceleration (Education); *Associate Degrees; Community Colleges; Course Organization; Curriculum Design; Degree Requirements; Program Descriptions; Program Effectiveness; School Holding Power; Two Year Colleges
IDENTIFIERS- *Fast Track Associate Degree Program; Richland College TX

Alternative instructional delivery options such as self-paced and flexible enrollment courses are designed to increase enrollment, promote retention, and encourage student success without lowering academic standards. The Fast Track Associate's Degree Program, developed by a team of faculty, staff, and administrators at Richland Community College, is an alternative delivery option that allows students to earn an Associate of Arts and Sciences degree within one year through intensive daytime courses or within less than two years (approximately 20 months) through evening courses. A student can enroll anytime during the year, never has to wait longer than four weeks for a course to start, and always has a choice of several courses in which to enroll. Begun in the fall of 1996, the Fast Track Program serves more than 100 students, the majority of which are 18-year olds who want to complete an associate's degree quickly and move on to the university. Faculty expressed concern that courses might become "watered down" due to the compressed time frame and that part-time faculty might be overused to teach courses. On the positive side, faculty found that class dynamics and length of the class period are conducive to cooperative and collaborative teaching and learning strategies. (AS)

ED 420 795 CE 076 786

Dwyer, Peter; Harwood, Aramiha; Poynter, Geoff; Tyler, Debra
Participant Pathways and Outcomes in Vocational Education and Training: 1992-1995. Report of Findings of an ANTA-Funded Project. Research Report 14.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; *Educational Quality; Educational Research; Foreign Countries; Graduate Surveys; Occupational Aspiration; Outcomes of Education; *Postsecondary Education; Student Attitudes; Teacher Attitudes; *Vocational Education
IDENTIFIERS- Australia (Victoria)

A 1996 project examined student aspirations, experience, and outcomes to identify barriers to participation in and effective delivery of vocational education and training (VET). The sample of 4,000 students in Victoria, Australia, finished their schooling in 1991. Findings indicated the following: 37 of 81 interviewees were focused and cautious about taking risks; 35 had taken a less straight-forward path; 28 of the 35 planned full-time study but were more prepared to take a risk than the focused group. The majority of young women looked at their studies in terms of where they wanted to go; more males looked at VET as a means of helping them find their way. Positive aspects of VET were practicality, teachers' experience within their industry, and teacher help. Negative aspects were as follows: classrooms and facilities; lack of information; difficulties with cross-crediting; isolation; costs; and outdated courses. The overwhelming majority of participants showed a dramatic shift from negative preconceptions to highly positive reassessments of VET's value. Questionnaire findings indicated the following: that a majority of VET students gave a good rating to building conditions, teaching quality, and staff interest in students; most VET students agreed universities were overrated; and a majority saw VET as useful for future employment, relevant for personal development, and worth recommending. VET providers perceived a slow turnaround in awareness of and attitudes toward VET. The most serious barrier to participation was undervaluing of the VET pathway within public policy and attitudes and in school settings. (Contains 17 references) (YLB)

ED 420 812 CE 076 834

Business Administration and Management. Occupational Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 75p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Business Administration; Business Education; *Business Skills; *Competence; Competency Based Education; Entrepreneurship; Entry Workers; Job Analysis; *Job Skills; *Occupational Information; Postsecondary Education; Promotion (Occupational); Secondary Education; *Vocational Education

IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; Ohio

This Occupational Competency Analysis Profile (OCAP) for business administration and management is an employer-verified competency list that evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives throughout Ohio. The competency list consists of six units: (1) economic and business concepts, (2) management and supervision, (3) accounting and financial functions, (4) information technology, (5) general office functions, and (6) communications. Competencies for employability also are listed in six units: career development, decision making and problem solving, work ethic, job-seeking skills, job retention and career advancement skills, and technology in the workplace. Each OCAP identifies the occupational, academic, and employability skills (competencies), clustered into broader subunits and units and coded by priority, needed to enter a given occupation or occupational area. The OCAP guide also includes an academic job profile showing levels of proficiency in academic areas needed for business administration and management; a total list of academic competencies as well as a list of the competencies needed for these occupations; and a list of the members of the verification panels. (KC)

ED 420 832 CG 028 558

Suicide Prevention: Efforts To Increase Research and Education in
Palliative Care. Report to Congressional Requesters.

PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Federal Government; *Financial Support; Higher Education; Medical Care Evaluation; Medical Education; *Prevention; Research; *Suicide; *Surveys; Training
IDENTIFIERS- *Palliative Care

Currently, the extent of palliative care instruction varies considerably across and within the three major phases of the physician education and training process. This analysis of current educational efforts in palliative care is based on information obtained from a survey conducted of all United States medical schools, surveys conducted on United States residency programs, and discussions with people involved in the medical education and training process. Results show that physicians receive varying amounts of instruction in palliative care topics as they progress through 4 years of medical school and 3 to 8 years of subsequent specialized training in a residency program. Each of the seven palliative care areas in the survey was required by 56% or more of the 125 medical schools responding. About half of the 7,787 specialty and subspecialty residency programs educated students in end-of-life care. Some of the medical schools offered palliative care as a student elective; some did not offer it at all. Nonetheless, the survey finds that many medical schools show interest in providing additional instruction and training in palliative care. Also covered are the plans of the United States Department of Health and Human Services for funding palliative care projects. Scope and methodology, U.S. medical school survey results, and U.S. Residency Program survey results are appended. (MKA)

ED 420 851 CS 013 243

Sanacore, Joseph
Improving Students' Literacy Learning through Caring Relationships with Adults.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; Elementary Education; *Family Influence; *High Risk Students; Homeless People; *Literacy; *Parent Child Relationship; Program Descriptions; *Social Influences
IDENTIFIERS- Literacy Corps

Demographic trends indicate that the American family has changed in significant ways during the past several decades. Specifically, less parental supervision is occurring, and this basic phenomenon is placing children at greater risk of succumbing to the negative influences in the social environment. Educators must reach out to large numbers of at-risk children and their families and embrace them as equal partners in their education. Demonstrating genuine love and caring and building substantial trust help the key players develop a sense of community that deliberately and consistently works toward creating conditions for successful learning. Five programs can improve relationships between caring adults and children's literacy learning: enhancement programs, the Literacy Corps Program, the Parent-Child Learning Project, the Talk-to-a-Literacy-Learner Program, and efforts to support the education of homeless families. Although real commitment to improving the overall culture of communities takes time, it also provides all the key players with humanistic and substantive benefits that will last a lifetime.(Contains 35 references.) (RS)

ED 420 871 CS 216 394

Koch, Kenneth
The Art of Poetry: Poems, Parodies, Interviews, Essays, and Other Work. Poets on Poetry.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Creative Expression; *Creative Writing; Elementary Education; Instructional Effectiveness; Interviews; *Literary Criticism; *Poetry; *Poets
IDENTIFIERS- Aesthetic Communication; *Koch (Kenneth); Poetic Forms; *Poetics; Poetry Workshops

This collection of some of the critical works of a lauded contemporary poet, Kenneth Koch, gathers together poems, articles and interviews which are about poetry--Koch's critical work has mainly taken the form of poems about poetry (including parodies) and books about teaching the writing of poetry to schoolchildren. Focused on the practical rather than the theoretical, the collection contains extensive essays on teaching poetry writing to children and to the elderly in a nursing home, on collaborating with painters, and on critical considerations of the work of James Schuyler, Joseph Ceravolo, Frank O'Hara, John Ashbery, and Michel Deguy. It also contains a conversation with Allen Ginsberg and an interview with Jordan Davis about poetry, theater, education, the comic, and the New York School. In addition, among the 28 selections in the collection are excerpts from poems by Argentine poets and essays on Argentine poetic forms. (NKA)

ED 420 891   CS 509 868

Salem, Philip
Paradoxical Impacts of Electronic Communication Technologies.
PUB DATE- 98
NOTE- 24p.; Paper presented at the International Communication Association/National Communication Association Conference (Rome, Italy, July 15-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Futures (of Society); *Paradox; *Predictor Variables; *Socialization; *Telecommunications
IDENTIFIERS- *Social Impact; Technology Integration

Contemporary communication technologies often produce opposite results: social isolation and increased connectedness, decentralized structures and centralized structures, special and unique identities and roles and also homogenized social identities, more complex socialization patterns and simpler socialization patterns, a more defensible personal space and a more permeable personal space, etc. This paper describes three paradoxical impacts and analyzes potential predictors of the impacts. The paper concludes that the social impacts of electronic communication technology (ECT) are as varied as the initial conditions prior to their use, reiterating that, in many instances, one type of social impact will exist along with an apparently opposite impact. Contains 21 references. (Author/NKA)

Blueprints for School Success: A Guide to New American Schools Designs.

PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Design; Design; *Educational Change; Educational Innovation; Elementary Secondary Education; Models
IDENTIFIERS- *New American Schools

New American Schools (NAS) is a nonprofit, nonpartisan organization that was founded by business leaders who wanted to improve the quality of public education. To explain how this organization works, an overview of its strategies for helping schools is provided here. The guide is intended for education leaders, policy makers, parents, and community members, and it offers background material on NAS, information about how its design teams assist schools, and suggestions on the selection and implementation of comprehensive school designs. The first section provides an overview of NAS, describing the basic principles guiding the NAS design teams, and suggests the benefits of working with a design team. Subsequent sections offer guidelines to help individual schools select and implement a comprehensive school-improvement design; guidelines for school districts, including a general overview of how school districts can support individual schools; and guidelines for states, which describe how states can help schools and districts tap federal funding for the implementation of research-tested, comprehensive school-improvement plans. The guide also offers descriptions of various NAS designs and describes how schools using designs teach the educational basics. An appendix offers some examples of "tools" that have proven useful in implementing designs. (RJM)

ED 420 951 EC 306 516

Campbell, James Reed; Wu, Rosalind
Gifted Programs from a Chinese Perspective.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Comparative Education; Cross Cultural Studies; Elementary Education; *Elementary School Curriculum; Foreign Countries; *Gifted; Program Design; *Special Programs; Student Characteristics; *Talent Development; *Teacher Attitudes
IDENTIFIERS- *Taiwan

This report describes the outcomes of a study that investigated how Chinese educators and researchers have implemented programs for the gifted in 11 elementary schools (28 teachers and 112 gifted students), in Taiwan. The most frequently used alternatives for gifted students in Taiwan were found to be separate classes and pull-out programs. A stringent examination is administered to all elementary school students in order to screen them for the most select high schools, which are similar to elite magnet schools that serve gifted students. The results of the study indicate that Taiwanese teachers struggle with many of the same problems as American teachers and list many of the same characteristics for gifted students. Chinese teachers saw the gifted as asking more questions, being more adaptive, more flexible, more confident, and more motivated. Like their American counterparts, the Chinese teachers talked about nongifted students bullying and taunting the gifted and were troubled by what to do with nongifted children who found their way into the gifted programs. The Chinese schools excelled by instituting uniform testing processes in all the schools to identify the gifted, with a heavy reliance on IQ tests. (Contains 14 references.) (CR)

ED 420 990 FL 025 236

Sun, Hao

A Functional Approach to Discourse: Interactional vs. Transactional Telephone Conversations.

PUB DATE- 98

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chinese; Contrastive Linguistics; *Discourse Analysis; *English; Foreign Countries; *Language Patterns; Language Research; *Language Role; Native Speakers; *Telephone Communications Systems

IDENTIFIERS- China; United States

A study examined the validity of the distinction between interactional language, used to express social relations and personal attitudes, and transactional language, which conveys factual or prepositional information and is message oriented, within and across languages and cultures. Data were drawn from natural telephone conversations of three types: Chinese native speakers (n=6 females) conversing in China; Chinese native speakers (n=6 females) conversing in Chinese in the United States; and native English speakers (n=6 females) conversing in English in the United States. Only outgoing calls made from the participants' homes, intended for other females, were used. The corpus included 267 calls collected over six months. Transactional, interactional, and mixed transactional/interactional language was analyzed in each call, and both common and culture-specific characteristics of the language in the three call types are identified and discussed. Shared features of the two cultures are found in phatic inquiries, pre-closing strategies, initiation of closing, and formality of style. Cultural differences include self-identification sequence and interactional patterns in closing. (MSE)

ED 421 012 FL 025 336

Johnson, Francis C.; Wurr, Brian; Edwards, Jeffery
The Learner as Course Planner and Director.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; College Instruction; College Second Language Programs; Communicative Competence (Languages); *Curriculum Design; Databases; *English (Second Language); Foreign Countries; Higher Education; *Independent Study; Instructional Materials; Music Activities; Performance Contracts; Personal Autonomy; Popular Culture; *Reading Instruction; Second Language Instruction; Videotape Recordings
IDENTIFIERS- Kanda University of International Studies (Japan)

This paper describes the KELP (Kanda-English Language Proficiency) Project, a project for self-directed English-as-a-Second-Language learning at Kanda University of International Studies (Japan). In the study, students plan and direct their own language learning programs, using individually designed learning contracts. Examples of three kinds of instructional materials from the bank of resources being developed at the university are presented: (1) students' use of a database of instructional materials and a collection of videotape recordings to make informed choices in planning their contracts; (2) use of popular music for language learning; and (3) an individualized, communicative reading program. (MSE)

ED 421 034 HE 031 376

Unified Budget Recommendations for Fiscal Year 1998-99.
PUB DATE- 97
NOTE- 90p.; Cover title: 1998-99 Unified Budget Recommendation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; *Educational Finance; Higher Education; *Resource Allocation; *State Colleges; *State Universities; Statewide Planning
IDENTIFIERS- *Alabama

This report presents the recommendations of the Alabama Commission on Higher Education concerning funding for public colleges and universities in the state for 1998-99. Two recommendations are provided by the commission. The first recommendation is a statement of the Commission's estimate of the financial requirements needed to support the institutions and their programs at a regionally competitive level. The second recommendation, suggested by the commission as a reasonable compromise between documented needs and available resources, is predicated on the provision of an 8.4 percent increase over the 1997-98 level of appropriations from the education trust fund. The final funding level of $991,367,963 for fiscal year 1998-99 was constructed by, first, expanding all existing allocations by 8.0 percent, and second, adding special equity allocations for certain institutions that remain significantly below average in funding. Following the executive summary, individual sections present tables which detail the budget recommendations, funding formulas and the budget recommendation process, supporting data from all institutions, and a list of critical capital needs. (DB)

ED 421 054   HE 031 398

Kohl, Herbert
The Question Is College. On Finding and Doing Work You Love. Innovators in Education Series.
PUB DATE- 98
NOTE- 288p.; Previously published by Random House in 1989 as "The Question Is College: Guiding Your Child to the Right Choices After High School."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Awareness; Career Choice; *Career Guidance; *Career Planning; College Bound Students; Decision Making; High School Graduates; High Schools; *Interest Inventories; *Noncollege Bound Students; Occupational Aspiration; *Post High School Guidance; Postsecondary Education

This book attempts to provide a guide for students (and their parents) who are unsure of what to do after high school. Using anecdotal accounts, the author looks at what happens in families when teenagers have doubts about attending college. The volume is divided into three sections, the first of which examines the preparations required for life after high school and discusses such issues as the benefits of attending college, finding a job, and familial support. The second section discusses how the reader can use the book to create a career profile to explore the many non-college options available to high school graduates. The third section describes and analyzes career profiles provided in the book for students who want to work with people, or work in media and the arts, do ecological and environmental work, work with animals, or work with "things." This section also includes a do-it-yourself profile form and exercises in profile making. The final section provides responses to common questions asked by parents about the issues covered in the volume. A list of resources and references is appended. (MAB)

ED 421 074 HE 031 420

Kolodny, Annette
Failing the Future. A Dean Looks at Higher Education in the Twenty-First Century.
PUB DATE- 98
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Faculty; Demography; *Educational Trends; Financial Problems; *Futures (of Society); Global Approach; Higher Education; Role of Education; School Community Relationship; Tenure; Trend Analysis
IDENTIFIERS- Globalization; University of Arizona

In the eight chapters of this volume the former dean of the College of Humanities at the University of Arizona explores the present state of higher education and offers a view of the future. The book considers the reasons for the financial crisis in higher education today and identifies challenges that remain ignored, including rising birthrates, changing demographics both on campus and across the country, the accelerating globalization of higher education and advanced research, and the necessity for greater interdisciplinarity in undergraduate education. The professoriate is seen as having allowed itself to become vulnerable to public misperceptions and lampooning by the media. The book also defends the institution of tenure and outlines procedures to ensure its effective implementation. Also proposed is a structure for an "antifeminist intellectual harassment policy" and a revitalized conversation about public education through partnerships of union leaders, campus communities, policy makers, and the general public. Appended are a statement of promotion and tenure procedures at the University of Arizona College of Humanities and a checklist of family-sensitive policies universities can offer their staffs, faculty, and administrators. (DB)

ED 421 093 IR 018 812

McKenzie, Barbara K.; Kirby, Elizabeth; Newbill, Sharon; Davidson, Tom J.
What Are the Most Important Teaching Behaviors for Distance Instructors? Perceptions of Facilitators, Instructors and Coordinators.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; Coordinators; *Distance Education; Higher Education; *Instructional Effectiveness; Nontraditional Education; School Surveys; *Teacher Behavior; Teacher Characteristics; Teaching Methods; Training
IDENTIFIERS- Georgia

The purpose of this study was twofold: to validate a list of distance teaching behaviors; and to develop training guidelines on the most frequently observed and the most important behaviors of distance instructors. Respondents (distance coordinators at 30 college and university distance education sites in Georgia) were asked to indicate how frequently they had observed the distance teaching behaviors indicated on the survey instrument and how important they felt the behaviors were in delivering effective distance classes. Sixty-eight surveys were used in the data analysis. One of the 41 behaviors listed on the survey was considered to be critical to effective distance instruction: this behavior dealt with arranging for materials such as handouts to be delivered to off-campus sites as needed. The majority of the behaviors were considered to be very important. Findings are summarized in a table ranking distance instructor behaviors by importance. (AEF)

ED 421 113 IR 018 832

Bump, Wren M.
Action Research in the Educational Computing Course.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Cognitive Style; Computer Literacy; Computer Uses in Education; *Course Evaluation; Evaluation Methods; Feedback; Higher Education; *Preservice Teacher Education; *Student Reaction; Student Surveys
IDENTIFIERS- Gregorc Style Delineator; *Learning Environment; Productivity Environmental Preference Survey; University of Houston TX

The instructor of the educational computing course at the University of Houston used action research to address the following questions and improve the course: "How could I formalize the process of action, reflection, and feedback?" and "Do certain types of learners do better with certain types of activities and certain structures for activities?" As part of the midterm, students were given two surveys and the following reflective questions: (1) "What was your most successful previous learning experience? Why?" (2) "What was your least successful previous learning experience? Why?" (3) "What do you consider to be your major blockages to learning?"; and (4) "Reflect back on one of your learning sessions in this class and describe what techniques or patterns of behavior you might be using to learn." The first survey, the Gregorc Style Delineator, indicated dominant learning styles (i.e., Abstract Sequential, Abstract Random, Concrete Sequential, Concrete Random). The Productivity Environmental Preference Survey showed environmental, emotional, sociological, and psychological learning preferences. The reflective questions were analyzed by the four learning styles categories. Use of the midterm assignment was found to be an effective way to formalize action, reflection, and feedback. Similarities were found within each of the four learning style groups in terms of types/structures of activities. (AEF)

ED 421 132 IR 018 852

Dickey, JoAnna; Davis, Rita
Faculty Development and Instructional Computing.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Faculty Development; Higher Education; *Needs Assessment; Program Development; Teacher Attitudes; Teacher Surveys; *Workshops
IDENTIFIERS- Eastern Kentucky University

A needs assessment survey was conducted to help determine and create a faculty development program that would best meet the needs of the Eastern Kentucky University (EKU) community. The topics and themes of the previous year's professional development workshops, presentations, and seminars were listed and reviewed. A survey was mailed to faculty in the spring of 1997. This survey included information and questions to help faculty list the types of topics they wanted scheduled for professional development. Themes that matched the professional development areas used for faculty promotion, tenure, and evaluation were included as a guide to an awareness that a distribution of topics across all areas of faculty development was needed. These themes (instruction, scholarly activity, and service) also reflected the mission of the university. Results from the survey suggested that the faculty had an interest in training in the area of instructional computing (technology), along with six other categories or themes (instruction, assessment, professional activities, learning styles, health and wellness, and service). It is recommended that institutions of higher education make a cooperative effort between faculty, staff, and administration to plan professional development opportunities, and that all perspectives be considered during the development process. (AEF)

ED 421 151 IR 018 871

McGrath, Beth; Baron, Joshua
Starting a Community-Wide Internet Turnkey Training Program for K-12 Teachers.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Community Colleges; Computer Assisted Instruction; Cooperative Programs; Curriculum Development; Educational Resources; *Educational Technology; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Internet; Models; Training; Two Year Colleges; Workshops

IDENTIFIERS- *Technology Integration

Based on the work of the New Jersey Networking Infrastructure in Education (NJNIE) project, it has been demonstrated that thoughtful integration into the curriculum of Internet-based resources has enormous potential to improve teaching and learning. "The Alliance for Training K-12 Teachers in Instructional Technologies: A National Internet-in-Education Teacher Training Program," combines and builds upon two types of outreach programs initiated in New Jersey: partnering with community colleges to provide teacher professional development, and developing turnkey trainers or "mentor teachers" to become staff developers in their schools/districts. The Alliance aims to provide professional development equivalent to a 30-hour graduate course to a minimum of 2,400 teachers in three cities (Cleveland, Miami, and Phoenix) through a network of local organizations utilizing exemplary curriculum materials and a turnkey training approach. The workshop series includes: (1) introduction to using the Internet; (2) the Internet as a communications tool; (3) collaborative projects; (4) real-time adventures on the Internet; (5) identifying and integrating compelling World Wide Web sites into the curriculum; (6) strategies for finding educational Web sites and searching for information; (7) unique resources for social science and language arts; (8) creating a school Web site; (9) classroom management and training strategies; and (10) final presentations. (AEF)

ED 421 170 IR 018 890

Wilkinson, Lamar; Buboltz, Walter C., Jr.
E-Mail: Communication of the Future?
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Educational Resources; Educational Technology; *Electronic Mail; Futures (of Society); Group Discussion; *Information Technology; Instructional Effectiveness; Internet
IDENTIFIERS- *Technology Role

This article addresses issues related to one particular type of electronic messaging, namely e-mail. E-mail appears to serve two primary purposes in the world and society. First, it is used as a form of communication that allows individuals, no matter where they are located, to communicate with each other on a regular basis at a low cost. Second, is the use of e-mail to advertise and sell goods and services to individuals. E-mail as an instructional aid may provide students with greater access to faculty and peers, with the Internet providing access to a wider array of educational resources for students and faculty. Additionally, faculty may provide notes and materials to students through e-mail, allowing students to access this information at any time. Although there are many advantages to using e-mail, several disadvantages are inherent in the use of this technology. Two popular views have been posited about communication and relationships that develop through the use of electronic media, especially e-mail. One view portrays relationships that develop through the use of electronic media as shallow, impersonal, and often hostile, with only an illusion of a sense of community. The other view posits that electronic-mediated communication reduces the obstacles of physical locality, creates new, but genuine, personal relationships and communities. Only through sound empirical investigations can conclusions be made about the impact and usefulness of technology. (AEF)

ED 421 189 JC 980 334

Academic Freedom and Tenure: A Faculty Perspective.
PUB DATE- 98
NOTE- 33p.; "Adopted Spring 1998."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; *Community Colleges; Due Process; *Educational Policy; *Employment Practices; *Faculty College Relationship; Part Time Faculty; *Tenure; Two Year Colleges
IDENTIFIERS- California Community Colleges

This paper presents the Academic Senate for California Community Colleges' position in support of academic freedom and tenure. It includes a brief history of academic freedom in the United States, highlighting the American Association of University Professors' fundamental policy statement from 1940. Statements attacking academic freedom and tenure are quoted, and the special situation of part-time and contract faculty is discussed within the context of academic freedom. The paper demonstrates the connection between academic freedom and tenure and due process protections from the point of view of teaching institutions such as community colleges. The paper includes an annotated bibliography of resource materials on academic freedom and tenure and four appendixes of selected academic freedom and tenure policy statements and resolutions. (AS)

ED 420 777 CE 076 741

Participation and Attainment of Individual Client Groups within Vocational Education and Training.

PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Disabilities; *Educational Attainment; Females; Foreign Countries; Indigenous Populations; *Job Training; *Minority Groups; Non English Speaking; *Participation; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Australia; Australia (Torres Strait)

This report examines participation in vocational education and training (VET) of four groups of Australians: Aboriginal and Torres Strait Islander peoples, women, people from a non-English speaking background (NESB), and people with disabilities. For each group, the following are presented and depicted in figures and tables: background, context (population and labor force analysis, educational attainment, training within the VET sector, and outcomes from VET). In the chapter on women, additional sections discuss participation in postcompulsory education and analyze participation in eight Australian states. The conclusions are summarized as follows: (1) Aboriginal and Torres Island Strait peoples have low levels of educational attainment, low participation in the labor force, overrepresentation in low-skilled jobs, and underrepresentation among graduates of Technical and Further Education (TAFE); (2) although women have lower levels of VET and labor force participation than men, their numbers are increasing in upper secondary and higher education and slowly rising in VET; (3) participation and attainment of NESB people vary among different cultures, but this group is less likely to participate in middle/higher level vocational courses, receives less employer support, takes longer to find jobs, and is more likely to be in low-skilled occupations; and (4) people with disabilities have high unemployment, less success in TAFE, and poorer labor market outcomes following graduation. (YLB)

ED 420 932 EC 306 473

Reinhartsen, Debbie, Ed.
Technology for Infants and Toddlers Made Easy.
SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Developmental Disabilities, and Substance Abuse Services.; North Carolina State Dept. of Environment, Health, and Natural Resources, Raleigh.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Skills; *Disabilities; *Early Intervention; Family Programs; Infants; Inservice Teacher Education; Instructional Materials; Literacy; Parent Education; *Play; Preschool Education; Skill Development; Teacher Developed Materials; Toddlers; *Toys
IDENTIFIERS- *Adapted Computer Technology (for Disabled)

This guide presents suggestions and materials for providing inservice training about assistive technology for parents and professionals working with infants and toddlers with or at-risk for disabilities. An introduction provides an overview and includes a variety of forms and surveys, a sample inservice agenda, and a list of workshop materials. The inservice program is divided into five strands. For each strand the guide identifies learning objectives, explains principles, suggests some activities, provides related handouts, and suggests additional resources. The strands are about: (1) Baby Tech--basic concepts; (2) family centered programs--the challenges and benefits of parent-professional partnerships in early intervention; (3) communication and language--the nature of communication and building the young child's language skills; (4) play--matching the child's needs and capabilities with toys and play situations; and (5) literacy--developing from birth the young child's four ways of communicating. An additional large section provides instructions and illustrations for making 28 adapted toys. Also included are two sections listing a variety of additional resources. (Contains 70 references.) (DB)

ED 420 971 EC 306 544

Educational Diagnostician. Careers in Special Education and Related Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Clinical Diagnosis; Counselor Teacher Cooperation; *Disabilities; Disability Identification; *Educational Diagnosis; Educational Testing; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Higher Education; *Interpersonal Competence; *Occupational Information; *Special Education; Staff Role; Student Placement

Designed for high school students interested in careers in special education and related services, this leaflet discusses the role of an educational diagnostician. It describes the education and personal qualities required to become an educational diagnostician, the job outlook and advancement for a career as an educational diagnostician, and career preparation. An educational diagnostician is described as having an ability to assess and diagnose the learning problems of students, usually as part of a multidisciplinary team. They use their particular skills and areas of expertise to help make the best decisions for placing student with learning problems. They also act as key support personnel who counsel the children and consult with teachers, parents, and others on the child's progress. The exact functions of an educational diagnostician vary from state to state, as do requirements for the job. Most states that use educational diagnosticians require a master's degree for licensure and some also require several years of teaching experience. A profile of an educational diagnostician is provided to illustrate the challenges and benefits of the job. (CR)

ED 420 740 CE 075 391

Garrett, Shannon; Zuckerman, Diana
Evaluating Gender Equity and Fairness: A Consumer's Guidebook to Leading Companies. Research-in-Brief.
PUB DATE- 97
NOTE- 8p.; Based on the book, "The Feminist Dollar: The Wise Woman's Buying Guide" by Phyllis A. Katz and Margaret Katz.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; *Consumer Education; *Corporations; Decision Making; Employed Women; *Employment Practices; *Evaluation Methods; Feminism; Foreign Countries; Public Policy; *Sex Fairness; *Womens Education; Work Environment
IDENTIFIERS- Glass Ceiling; United States

"The Feminist Dollar: The Wise Woman's Buying Guide", the book upon which this report is based, evaluates the gender fairness and equity policies of more than 400 companies, 50 states, and 35 countries to help consumers make informed decisions about which products to purchase and which states and countries to support with their travel dollars. The book is based on the notion that if economic decisions are made on the basis female-friendly factors, women's treatment in the workplace will improve, a Feminist Evaluation Method for Measuring Equity, which was developed to evaluate companies on a number of factors that reflect how positive or negative their climate is for women. The Feminist Evaluation Measure (FEM) rating is a numerical score that can range from 0 to 100. Companies, states, and countries are rated with respect to the following categories: management opportunities for women employees; the glass ceiling effect; support of women through charitable contributions targeting women's issues or organizations; benefit programs that are particularly beneficial to women; and the "femlin factor," or general indications of a company's female-friendly attitude not already measured in another category. (Includes the top five ranked companies in each of the following categories: grocery stores, food companies, cosmetic companies, retail stores, clothing companies, and automobile companies.) (MN)

ED 420 759 CE 076 719

Australia's Vocational Education and Training System Annual National Report 1996. Volume 3: Benchmarking Vocational Education & Training; The Performance of the Vocational Education and Training Sector in 1996.

PUB DATE- 97
NOTE- 79p.; For volumes 1-2, see CE 076 717-718.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Education Work Relationship; *Educational Improvement; Educational Needs; Employer Attitudes; Foreign Countries; Job Training; *National Programs; Postsecondary Education; Program Effectiveness; Program Implementation; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This document contains detailed information on the performance and characteristics of the vocational education and training (VET) system in Australia in 1996. The report looks at a range of specific key performance measures for the VET sector. Some highlights of the performance of the VET sector in 1996 include the following: (1) more than 1.35 million students were in VET programs delivered through public funds; (2) more than 20 percent of VET students enrolled in business study programs; (3) an estimated $2.79 billion was spent on VET; (4) more than 263 million annual hours of education and training were delivered; (5) the number of apprentices and trainees increased by 17 percent; (6) there was an increase in participation of native peoples in training; (7) 74 percent of employers responding to a survey indicated satisfaction with VET programs; and (8) about 80 percent of students were satisfied with their course outcomes. Areas for improvement were identified: unmet student demand for VET, differences in satisfaction across industries, and services to meet the needs of small employers. (KC)

ED 420 833 CS 013 215

Clinard, Linda McCorkel
Family Time Reading Fun: Helping Your Child Become a Successful Reader. Grades K-2.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Emergent Literacy; Instructional Effectiveness; Learning Activities; Learning Strategies; Parent Student Relationship; Parents as Teachers; Primary Education; *Reading Attitudes; Reading Comprehension; *Reading Improvement; Reading Motivation; *Writing Skills
IDENTIFIERS- *Learning Environment

Intended for parents of children in Kindergarten through Grade 2, this book explains 10 keys to literacy that ensure reading success, the 5 major influences on a child's overall academic success, and how reading skills can be affected by attitude and expectations. The book provides ideas for ways to help a child become a better thinker, listener, speaker, reader, and writer. It offers over 100 activities to help a child: (1) distinguish sounds in words; (2) recognize letters; (3) understand words; (4) increase reading comprehension; (5) develop fluency; (6) improve letter formation; (7) build stronger writing skills; (8) develop organization and study skills; and (9) gain a positive attitude and greater interest in reading. The book covers influences on literacy development, including attitude, physical characteristics, expectations, educational experiences and resources, and assessment experiences. It also provides ready-to-reproduce resources. (CR)

ED 420 852 CS 013 244

Altick, Richard D.
The English Common Reader: A Social History of the Mass Reading Public, 1800-1900. Second Edition.
PUB DATE- 98
NOTE- 468p.; Foreword by Jonathan Rose.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Historical Materials (060)
DESCRIPTORS- *Cultural Context; Educational History; Foreign Countries; Information Dissemination; Printed Materials; Publishing Industry; *Reading Habits; *Reading Materials; *Social History
IDENTIFIERS- *Great Britain; Nineteenth Century; Reader Preferences; Reading Behavior; *Reading Uses

"The English Common Reader" was the first comprehensive and systematic exploration of how the ordinary Englishman became a reader. A social history as well as a history of the English reading public, the book has become a classic. This updated edition has a new preface and an extensive new bibliography. The book is divided into two broad sections: "The Background: 1477-1800," and "The Nineteenth Century." Chapters in the first section are: (1) "From Caxton to the Eighteenth Century"; (2) "The Eighteenth Century"; and (3) "The Time of Crisis, 1791-1800." Chapters in the second section are: (4) "The Social Background"; (5) "Religion"; (6) "The Utilitarian Spirit"; (7) "Elementary Education and Literacy"; (8) "Secondary Education"; (9) "The Mechanics' Institutes and After"; (10) "Public Libraries"; (11) "The Self-Made Reader"; (12) "The Book Trade, 1800-1850"; (13) "The Book Trade, 1851-1900"; (14) "Periodicals and Newspapers, 1800-1850"; (15) "Periodicals and Newspapers, 1851-1900"; and (16) "The Past and the Present." Appendixes with data are: "Chronology of the Mass Reading Public, 1774-1900"; "Best Sellers"; and "Periodical and Newspaper Circulation." (NKA)

ED 420 872 CS 216 396

Blum, Laurie
The Complete Guide to Getting a Grant: How to Turn Your Ideas into Dollars. Revised Edition.
PUB DATE- 96
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Financial Support; *Grants; *Grantsmanship; *Organizational Communication; Philanthropic Foundations; *Planning; *Proposal Writing; Research Opportunities; Technical Writing
IDENTIFIERS- Funding Formulas; Ideas

Intended for the average American beset by rising costs, this handbook/manual/guide to proposal writing for grants is designed to help individuals and groups develop a game plan to get a grant to finance a wide array of ideas and projects. The guide takes the individual step-by-step through each stage of the fund-raising process, so that even the first-time grant seeker can successfully win a grant. The guide offers complete details on: shaping an idea to attract funding; preparing a funding campaign--from research and organization to budgeting and marketing; finding the right resource--building a prospect list, using basic references, and keeping data sheets; writing the proposal; and following up on responses--"what to do if a grant is received" and "what steps to take when a request is turned down." Chapters include: (1) "It Starts with an Idea"; (2) "Preparing Your Funding Campaign"; (3) "Finding the Right Funder"; (4) "You Don't Have to Go It Alone: Working with a Sponsor"; (5) "The Foundations"; (6) "Corporate Funders"; (7) "Government Funders"; (8) "Individual Donors"; (9) "The Proposal"; and (10) "The Follow-Up." An appendix lists books and resources for funding. (NKA)

ED 420 892 CS 509 869

Chan, Kara K. W.
Mass Media and Environmental Cognition in Hong Kong.

PUB DATE- 98
NOTE- 29p.; Paper presented at the Joint Conference of the National Communication Association/International Communication Association's "Communication: Organizing for the Future" (Rome, Italy, July 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Environment; Environmental Education; Foreign Countries; Mail Surveys; *Mass Media Role; *Mass Media Use; Secondary Education; Student Reaction; Student Surveys
IDENTIFIERS- Environmental Reporting; *Hong Kong; Issue Salience; *Knowledge Acquisition; Television News

A postal survey on a random cluster sample of 1,032 secondary school students in Hong Kong was conducted to investigate how much students know about the environment and how their environmental cognition is shaped by the use of mass media. Results indicated that students were very knowledgeable on both general and local environmental issues. The average score for environmental knowledge was 60.7 on a 100-point scale. Results indicated that students' environmental cognition was shaped and framed by the reporting of environmental news in Hong Kong. Television news viewership had positive correlation with students' environmental knowledge while Chinese newspaper readership had a positive but weak correlation. Male students and students in higher forms were more knowledgeable about the environment. The study established a comprehensive measure for both general and local environmental knowledge with an acceptable level of internal consistency for subsequent studies. (Contains 5 tables of data and 19 references.) (Author/CR)

ED 420 914 EA 029 119

Pavan, Barbara Nelson
Motivating Students To View Administrative Theory as Practical.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Critical Theory; *Educational Administration; Educational Objectives; *Educational Theories; Higher Education; Leadership; *Organizational Theories

This paper demonstrates a learning activity that enables students to understand their own predominant leadership frames and to motivate them to study and use a variety of theoretical models. The text provides a history of organizational theory, making note of various theories that have thrived and then wilted over time. An assessment of students who entered the school's doctoral program over a 3-year period is also offered. Students were administered the Leadership Orientations Instrument (LOI), a test that reveals the test-taker's leadership style, and the results of that testing are detailed here. It is argued that use of the LOI provides students personal information and connects theory with practice. Instructors may then have students apply these various theoretical frames to actual administrative cases. Contains 11 references. (RJM)

ED 420 991 FL 025 315

ESL Standards for Pre-K-12 Students.

PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Behavioral Objectives; *Communicative Competence (Languages); Curriculum Design; Educational Objectives; Elementary Secondary Education; *English for Academic Purposes; *English (Second Language); Glossaries; Interpersonal Communication; Language Minorities; Multilingualism; *Pragmatics; Second Language Instruction; Second Language Learning

The guide outlines performance standards for each of three broad goals of English-as-a-Second-Language teaching in elementary and secondary education. The three goals include: use of English to communicate in social settings; use of English to achieve academically in all content areas; and use of English in socially and culturally appropriate ways. Within each of these three goals, three more specific performance standards are enumerated. An introductory section explains the rationale, origins, and use of these standards. Subsequent sections, one for each grade group (pre-K-3, 4-8, 9-12), detail appropriate descriptors and progress indicators for each standard for students at that level. In addition, a brief vignette illustrates their use in the classroom, and some further discussion follows. A glossary is included and supporting documentation is appended. Contains 57 references. (MSE)

ED 421 013 FL 025 337

Johnson, Francis; Delarche, Marion; Marshall, Nicholas; Wurr, Adrian; Edwards, Jeffery

Changing Teacher Roles in the Foreign-Language Classroom.

PUB DATE- 98

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Change Strategies; *Classroom Environment; Educational Change; *Educational Trends; *English (Second Language); Foreign Countries; Higher Education; *Language Teachers; Program Descriptions; Second Language Instruction; Student Role; *Teacher Role; Trend Analysis

IDENTIFIERS- Kanda University of International Studies (Japan)

This paper examines trends reflecting changes in the role of the classroom foreign language teacher, particularly as these trends affect English-as-a-Second-Language instruction. This study is based on relevant literature and research being carried out in the English Language Institute at Kanda University of International Studies (Japan). Past and present teacher roles are examined first, then discussed in relation to contemporary language learning theories. The Kanda English Language Proficiency classroom, a program focusing on student-designed language programs and self-directed language learning, is described, and this classroom model is explored as a plausible design for future foreign language classrooms, highlighting the role of the teacher in such instructional systems. The authors argue that the trend toward increased learner autonomy necessitates the adoption of new teacher roles in unison with other curricular changes. (Contains 31 references.) (MSE)

ED 421 035 HE 031 377

Statistical Abstract: Higher Education in Alabama, 1996-97. Data and Reference Information on Alabama's Institutions of Higher Education.

PUB DATE- 97
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment; Higher Education; Private Colleges; Public Colleges; State Universities; Statistical Data; Tables (Data); *Teacher Salaries; *Trend Analysis; Tuition
IDENTIFIERS- *Alabama

This document provides data and reference information on Alabama's public and private institutions of higher education. Preceding the main body of the report, the following information is provided for the state's 47 four-year and two-year colleges: fall headcount enrollment; tuition and fees; completions awarded in 1995-96; and full-time instructional faculty. The main body of the report presents tables and graphs organized into the following categories: (1) current enrollment, e.g., general characteristics, all public institutions, all private institutions, students' origins); (2) finance revenues and expenditures, e.g., Alabama current funds revenues and expenditures, public and private for fiscal year (FY) 1996; (3) tuition and required fees, e.g., public four-year median undergraduate, in-state and out-of state; (4) average faculty salaries, e.g., five-year summary, state averages, and at full-time public four-year institutions; (5) completions (degrees conferred), e.g., completions at public and private institutions, completions by level and gender, and number and percent of completions by field of study and level; (6) facilities, e.g., facility inventory and net assignable space by use; and (7) network of Alabama academic libraries, e.g., information resources for FY 1995-96 and library services FY 1995-96. (DB)

ED 421 075 IR 018 794

McNeil, Sara, Ed.; Price, Jerry D., Ed.; Boger-Mehall, Stephanie, Ed.; Robin, Bernard, Ed.; Willis, Jerry, Ed.
SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings.

PUB DATE- 98
NOTE- 1329p.; Contains a total of 327 papers. Selected individual papers have been separately analyzed; see IR 018 795-846 and IR 018848-892. Printed version originally issued in two volumes.
LANGUAGE- English
EDRS Price- MF10/PC54 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Conferences; Distance Education; Diversity (Student); Educational Practices; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; *Information Technology; Instructional Design; Leadership; *Teacher Education; Telecommunications

This proceedings contains the papers presented at SITE 98, the ninth annual international conference of the Society for Information Technology & Teacher Education. Papers are listed under the following headings: "Concepts and Procedures" (18 papers); "Distance Education" (23 papers); "Diversity" (8 papers); "Educational Computing Course" (7 papers); "Educational Leadership" (21 papers); "Faculty Development" (12 papers); "Graduate and In-Service Education" (15 papers); "Instructional Design" (14 papers); "International" (17 papers); "Mathematics" (14 papers); "New Media" (13 papers); "Preservice Teacher Education" (23 papers); "Reading and Language Arts" (11 papers); "Research" (25 papers); "Science" (12 papers); "Simulation" (6 papers); "Social Studies" (5 papers); "Special Needs" (3 papers); "Technology Diffusion" (10 papers); "Telecommunications: Graduate, In-service, and Faculty Use" (9 papers); "Telecommunications: Preservice Applications" (12 papers); "Telecommunications: Systems and Services" (27 papers); "Theory" (12 papers); "Young Child" (9 papers); and the keynote address. The preface and dedication of the proceedings are also included. (AEF)

ED 421 094 IR 018 813

Everett, Donna R.
Taking Instruction Online: The Art of Delivery.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Higher Education; Instructional Design; Interaction; Online Systems; *Student Attitudes; Student Characteristics; Student Surveys; Tables (Data); Teaching Methods
IDENTIFIERS- *Compressed Video; *Learning Environment

This paper focuses on the process of preparing and delivering courses using compressed video by considering research related to how learners adapt in new environments, the approval process, the environment, and course delivery techniques. Over a two-semester period, a survey was administered to students in distance learning courses to address the issues of adjustment to the environment and technology, methods and interactions utilized by the instructor, and related experiences which provide the framework for adapting to the distance learning classroom. The survey produced results in three areas: feelings about the distance learning environment, factors which helped make sense of the distance learning environment, and technologies of the distance learning environment. Six tables show results in terms of how students felt on the first day by gender and by age; how students felt on the last day by gender and by age; how students cope with the distance learning environment by gender and by age. Recommendations for online instruction are offered related to instructor training, adapting courses to the distance learning environment, assisting students in making sense of distance learning technology, teaching methods, learning and introducing new technologies and adjusting to meet student needs. (Contains 33 references.) (AEF)

ED 421 190 JC 980 335

The California Articulation Number (CAN) System: Toward Increased Faculty Participation.

PUB DATE- 98
NOTE- 23p.; "Adopted Spring 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Credits; College Faculty; College Transfer Students; *Community Colleges; Courses; Educational Finance; Educational Planning; *Intercollegiate Cooperation; *State Standards; *Statewide Planning; Transfer Policy; Two Year Colleges
IDENTIFIERS- California Community Colleges

In response to plenary session resolutions of the Academic Senate of the California Community Colleges, the Academic Senate Executive Committee prepared a paper that explores the background and purpose of the California Articulation Number (CAN) System, a cross reference course identification system for lower division, transferable, major preparation courses. The CAN System is based on course articulation--courses considered to be comparable, but not necessarily identical, and acceptable "in lieu of" each other. Additionally, the document examines the CAN process, describes the criteria to qualify courses, discusses faculty participation, delineates the role of the articulation officer, and identifies systemwide issues in the evaluation of funding of the project. Recommendations to local senates include viewing the CAN process as part of the local curriculum approval and review and ensuring faculty participation and oversight. Three appendixes include course qualification criteria, a CAN System survey, and an evaluation of the CAN System submitted to the Academic Senate by the Educational Policies Committee. (AS)

ED 420 778 CE 076 742

The National Agenda for Vocational Education and Training. Report from the ANTA Board to the Ministerial Council.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competence; Competency Based Education; *Course Selection (Students); Curriculum Development; Education Work Relationship; Educational Certificates; *Educational Change; Educational Improvement; *Educational Quality; Foreign Countries; Job Skills; Job Training; Position Papers; Postsecondary Education; Program Implementation; Relevance (Education); *School Business Relationship; Secondary Education; Standards; Student Certification; *Vocational Education
IDENTIFIERS- *Australia

This report presents final proposals of five transition groups that gave shape to the recommendations of the Australian National Training Authority Ministerial Council relating to bringing training providers and their clients more closely together. Section 2 discusses simplifying processes and structures, through national structures, closer integration of curriculum and standards development, national recognition, and client services standards and makes six final proposals. Section 3 addresses improving the quality of vocational education and training (VET) by devolving responsibility and assessment and includes nine final proposals. Section 4 focuses on strategies to promote diversity and relevance, including the following: competition and user choice, the Australian Standards Framework (ASF), increasing relevance of curriculum, industrial relations and training, and information and staff development and makes six final proposals. Appendixes include documents and guidelines referred to in the final proposals, as well as other materials: Client Service Standards; Delegation of Endorsement of Competency Standards; Principles for Accreditation of Courses under Delegation; Arrangements for Assessment for National Recognition of Competencies; Principles for User Choice Pilots; Review of the ASF; Customization Guidelines; Joint Industry Training and Education Council Statement; and Principles and Operating Guidelines for the Standards and Curriculum Council and National Staff Development Committee. (YLB)

ED 420 796 CE 076 787

Dwyer, Peter; Harwood, Aramiha; Tyler, Debra
Life-Patterns, Choices, Careers: 1991-1998. Research Report 17.
PUB DATE- 98
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Classification; *Educational Attitudes; Educational Research; *Employment Patterns; Foreign Countries; Graduate Surveys; Job Satisfaction; *Life Satisfaction; Occupational Aspiration; Postsecondary Education; Student Attitudes; *Vocational Education
IDENTIFIERS- Australia (Victoria)

A follow-up study of participants in the "Life Patterns of the Post-1970 Generation" project (1,334 of 29,155 initial participants) focused on backgrounds, living situations, work and study involvement, and life experience and future expectations. Data indicated that 49 percent had attained a career job within 3 years of graduating. The majority seemed satisfied about their progress in achieving their main priority in life; about 75 percent were expecting things to improve in the near future; and 23 percent were running into difficulties. Of the 59 percent in full-time jobs, 43 percent had career prospects related to their field of study. The study was designed around two typologies of transition: vocational integration and life patterns. Participants were analyzed using vocational integration: 49 percent were vocationally integrated, 34 were integrating, and 17 were inactive. The following distribution of respondents into the five categories of the life patterns typology (VOCAM) emerged: 27 percent with a Vocational focus, 13 with an Occupational focus, 10 with a Contextual focus, 7 with Altered patterns, and 43 with Mixed patterns. Analysis of the problem of choice revealed the complexity of young people's experience, different levels of awareness of structural factors, and need to allow for a longer time frame for outcomes. Many respondents were acutely aware of factors that inhibit them from succeeding; many tended to blame themselves. (Appendixes include the life-patterns typology, identification of the VOCAM typology groupings, and 34 references.) (YLB)

ED 420 813 CE 076 835

Business Information Systems. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 72p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Business Administration; Business Education; Business Skills; *Competence; Competency Based Education; Employment Potential; Entrepreneurship; Entry Workers; *Information Systems; Job Analysis; *Job Skills; *Occupational Information; Postsecondary Education; Promotion (Occupational); Secondary Education; *Vocational Education
IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; Ohio

This Occupational Competency Analysis Profile (OCAP) for business information systems is an employer-verified competency list that evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives throughout Ohio. The competency list consists of 10 units: (1) data input, (2) computer operations, (3) local area networks (LANs), (4) software development, (5) operating systems, (6) software applications, (7) accounting and business concepts, (8) office procedures, (9) communication, and (10) ethical and social issues. Competencies for employability are also listed in 12 units: career development, decision making and problem solving, work ethic, job-seeking skills, job retention and career advancement skills, technology in the workplace, lifelong learning, economic education, balancing work and family, citizenship in the workplace, leadership, and entrepreneurship. Each OCAP identifies the occupational, academic, and employability skills (competencies), clustered into broader subunits and units, and coded by priority needed to enter a given occupation or occupational area. The OCAP guide also includes an academic job profile showing levels of proficiency in academic areas needed for business information systems; a total list of academic competencies as well as a list of the competencies needed for these occupations; and a list of the members of the verification panels. (KC)

ED 420 933 EC 306 478

Thurlow, Martha L.
Assessment: A Key Component of Education Reform. PEER Information Brief.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Accountability; *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Change; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Inclusive Schools; Individualized Education Programs; Outcomes of Education; *Special Needs Students; *Student Evaluation
IDENTIFIERS- *Alternative Assessment; *Individuals with Disabilities Education Act Amend

This guide for parents explains implications of the 1997 amendments to the Individuals with Disabilities Education Act, which requires the participation of students with disabilities in statewide and districtwide assessments, leading to greater accountability by the educational system for educational results for all students. The guide notes that prior to this change, about 50 percent of students with disabilities were excluded from various assessments and urges their inclusion at three stages of the assessment process: development of the assessment measure, administration of the assessment, and reporting of assessment results. Briefly addressed are assessment accommodations in presentation, response, setting, and timing/scheduling. Parents are urged to monitor how students with disabilities are considered in regard to instrument development, instrument administration, partial participation, alternate assessment, the monitoring system, and the reporting of results. Specific requirements of an individual student's Individualized Education Program concerning assessment are also noted. (Contains 10 suggested resources.) (DB)

ED 420 952 EC 306 517

Campbell, James Reed; Verna, Marilyn Ann
Messages from the Field: American Teachers of the Gifted Talk Back to the Research Community.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Definitions; Elementary Secondary Education; *Gifted; Interpersonal Competence; *Student Characteristics; *Talent; *Teacher Attitudes; Teaching Methods

This report discusses the outcomes of a study that conducted site visits to 49 elementary schools and 37 secondary schools to investigated teachers' perceptions of the day-by-day operations of their talented and gifted programs. During the site visits, interviews were conducted with teachers, administrators, and students participating in gifted and talented programs. Some of the findings include: (1) teachers developed their own definitions of giftedness; (2) teachers' conceptions of characteristics of gifted students are closely related to their definitions of giftedness; (3) teachers embraced competitions in gifted programs and concluded that their students prosper with them; (4) most teachers believed that their gifted students are well-rounded; however, many mentioned that a small percentage of gifted students have social problems; and (5) teachers' reported a wide range of differences between boys and girls in nonacademic areas. Axioms for teaching the gifted were derived from the study and include: know your stuff, learn with your students, have expanding demands, and grow as a teacher. The study also found that many of the schools failed to evaluate their gifted programs in any way and that most of the schools performed only superficial evaluations. (Contains 11 tables and 26 references.) (CR)

ED 420 972 EC 306 545

Secondary Special Education Teacher. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; *Disabilities; Education Work Relationship; *Employment Opportunities; Employment Qualifications; Higher Education; Minimum Competencies; *Occupational Information; Personality Traits; Secondary Education; *Secondary School Teachers; Special Education; *Special Education Teachers; *Teacher Role; Teaching Methods
IDENTIFIERS- Individualized Transition Plans

Designed for high school students interested in careers in special education and related services, this guide outlines the role of a secondary school special education teacher. It addresses the nature of the work, the education required for the position, the personal qualities people should have who choose to be secondary special educators, job outlook and advancement for special education teaching, and how to prepare for a career in special education teaching. Special education teachers at the secondary level are described as instructing students with special needs by using different teaching methods than general education teachers use. In addition to preparing lesson plans, instructing, and evaluating their students, they are trained to develop personal goals and objectives with each student and to help them prepare for the transition from middle school to high school and for the transition from high school to college, job training, or work. While licensure requirements vary by state, all states require special education teachers to have a bachelor's degree and to have completed an approved teacher training program with supervised practice teaching. A profile of a secondary special education teacher is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 055 HE 031 399

Schlachter, Gail Ann; Webber, R. David
College Student's Guide to Merit and Other No-Need Funding, 1998-2000, 2nd Edition.
PUB DATE- 98
NOTE- 472p.; For 1st edition, see ED 394 448.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- College Students; Educational Finance; *Eligibility; Financial Aid Applicants; Financial Support; Higher Education; *Merit Scholarships; *No Need Scholarships; Paying For College; Scholarship Funds; Scholarships; *Student Financial Aid

This volume provides information on more than 1,300 merit scholarships and other no-need funding programs available specifically to students already in college or students who are thinking about returning to college. Programs listed in the guide make decisions based upon student academic records, research skills, writing ability, creative activities, religious or ethnic background, organizational or military activities, athletic success, career plans, or random drawings, but the decisions are not based on financial need. Following introductory material covering the types of aid included in the volume, the volume's organizational structure, and related publications of interest, information on merit and no-need funding sources is listed by topic (sciences, social sciences, humanities, etc.). Next, state sources of information on educational benefits are listed, including state financial aid and guaranteed student loan programs. The final section, titled "Financial Aid Library," is an annotated bibliography of financial aid reference materials, including general financial aid directories, subject/activity directories, special group directories, a contest and award directory, internship directories, guides costing less than $4.95, and cyberspace sites. Indexes allow users to look up information by program title, sponsoring organization, residency (where the student will live while attending school), subject, and deadline date.

(MAB)

ED 421 114 IR 018 833

Niederhauser, Dale S.; Salmen, Donna J.; Fields, Matt
Learning about Learning in an Introductory Educational Computing Course.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Literacy; Computer Uses in Education; *Constructivism (Learning); Cooperative Learning; *Educational Technology; Higher Education; *Introductory Courses; Learning Activities; Learning Processes; *Learning Theories; Preservice Teacher Education; Student Motivation; Student Reaction; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Didactic Teaching; Home Pages

The introductory technology course for preservice teachers provides a forum for them to develop technological competency as they reflect on their own learning processes, develop a deeper understanding of learning theory, examine the relationship between theory and practice, critique the nature of school-based learning experiences, and analyze assumptions underlying instructional methods. To accomplish these goals, two instructional activities were designed to provide preservice teachers with a common learning experience that exemplified contrasting approaches to instruction. One activity was a highly structured, teacher-directed lesson based on a didactic instructional model. This activity involved developing a home page using HyperText Markup Language (HTML). Students completed the activity by working individually at a computer with little peer interaction. The second activity required students to assume primary responsibility for planning and implementing the project as they worked cooperatively to support each other as a community of learners. This activity involved creating a home page through a more active constructivist approach; students were encouraged to be creative and to share their work and expertise with their classmates. Most students reported increased motivation and a better understanding of material learned through constructivist methods, although some failed to see the relevance of connecting theory to practice.(AEF)

ED 421 133 IR 018 853

Thurston, Catherine O.; Stuve, Matthew J.; Pianfetti, Evangeline S.; Thomas, Ryan

Multiple Means of Support: The Role of the Office of Educational Technology in Faculty Development.

PUB DATE- 98

NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794. One figure is illegible.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Uses in Education; Curriculum Development; Educational Objectives; *Educational Technology; *Faculty Development; Higher Education; Instructional Innovation; *Preservice Teacher Education; Schools of Education; Student Teaching; Training; Workshops

IDENTIFIERS- Reflective Thinking; *Technology Integration

To further national goals for educational technology use, the College of Education at the University of Illinois Urbana-Champaign established a new Office of Educational Technology (OET) in the fall of 1996, which is supporting faculty with the integration of technology using multiple means. The means of support include co-teaching of technology strands in courses, individualized one-on-one faculty consulting, workshops, and technical troubleshooting and repair. Rather than being presented in semester-long courses in isolation, technology is integrated into a number of sections of preservice teacher education courses. The most significant use of this stranding model is in the Year Long Program (YLP), an option for elementary education student teachers during their senior year. The YLP has served as a pilot for redesign of the entire student teaching program. A central construct of the redesigned program is the use of reflection on practice in learning to teach, with technology as one of the elements of teaching upon which the student reflects. (AEF)

ED 421 152 IR 018 872

Chandler, Beth; Maddux, Cleborne D.
Student Use of Instructors' Web Sites.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Computer Uses in Education; Educational Resources; Higher Education; Questionnaires; Student Attitudes; Student Surveys; Tables (Data); *Teacher Developed Materials; Use Studies; *World Wide Web
IDENTIFIERS- University of Nevada Reno; *Web Sites

This descriptive research investigated issues relating to college students' use of instructor-created World Wide Web sites at the University of Nevada, Reno. Points of interest included student use of instructor Web pages and features found on a Web page perceived by students as most useful. Student use of instructor Web pages was identified by the amount of time students report they visit the Web site and their recollection of features found on the Web site. A survey consisting of 10 items requiring yes/no, multiple choice, and open-ended responses was designed to generate students' perceptions of the Web site in terms of ease of use, aesthetic appeal, navigation problems, and usefulness of provided information. A total of 249 completed surveys were returned. Results indicate that instructors are increasingly taking advantage of the resources made available through the Internet and are finding an interest in creating Web sites for their classes. Also, students as a whole seem willing and able to use instructor-created Web sites. However, actual usage by students still seems elusive. Tables show descriptive data of participation, Web site visits by department, and survey questions and responses. (AEF)

Altun, Arif
Interaction Management Strategies on IRC and Virtual Chat Rooms.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Graphics; *Computer Mediated Communication; Computer Oriented Programs; *Computer Uses in Education; Group Discussion; Interaction; Interpersonal Relationship; Three Dimensional Aids; Virtual Reality; Visual Aids

Internet Relay Chat (IRC) is an electronic medium that combines orthographic form with real time, synchronous transmission in an unregulated global multi-user environment. The orthographic letters mediate the interaction in that users can only access the IRC session through reading and writing; they have no access to any visual representations at all. In addition to all the characteristics that IRC has, the 3-D virtual environment supports users with three-dimensional graphics that represent an individual through the use of an avatar in a virtual environment. This research examines the extent to which 3-D virtual chat differs from text-only IRC chat, and proposes an explanatory framework for 3-D chat for interaction management. The interaction management strategies found in the data have been categorized under a single general heading: opening phase and invitation. These phases are discussed in terms of their similarities and differences to IRC; the functions they appear to serve are discussed in terms of two subheadings: interpersonal goals, and level of experience and acquaintance. (AEF)

ED 420 853 CS 013 245

Agnello, Carol; Jockl, Peter; Pearson, Isabel; Velasco, Daniel
Improving Student Reading Comprehension in the Content Areas through the Use of Visual Organizers.
PUB DATE- 98
NOTE- 66p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Content Area Reading; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; Reading Achievement; *Reading Comprehension; *Reading Improvement; Tables (Data); Visual Aids
IDENTIFIERS- *Graphic Organizers; *Middle School Students

This report describes a program for using graphic organizers to enhance reading comprehension in the content areas. The targeted population consisted of middle school students in regular education classes at four different locations in a large metropolitan area. Graphic organizers will aid visually/spatially talented students as well as visually/spatially challenged students and will increase positive attitudes toward reading in the content area. Analysis of probable cause data revealed that students have low reading comprehension in the content area. Recent research states that graphic organizers will benefit all students and students can enhance their weaker intelligences through practice. Additionally the data suggests that teacher made graphic organizers will benefit the students the most. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting,resulted in the selection of one major category of intervention: the use of four different graphic organizers to enhance reading comprehension in the content areas. Post intervention data indicated an increase in all students' reading comprehension. Those students who were visually/spatially challenged showed the greatest increase in reading comprehension. (Contains 40 references, and nine tables and 13 figures of data. Appendixes contain a multiple intelligence inventory, lesson plans, student interview questions, and a reading style survey.) (Author/RS)

ED 420 873 CS 216 397

Dahl, Karin L.; Farnan, Nancy
Children's Writing: Perspectives from Research. Literacy Studies
  Series.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art
  Materials (070)
DESCRIPTORS- *Childrens Writing; *Classroom Techniques;
  Elementary Education; Literature Reviews; *Writing across the
  Curriculum; *Writing Evaluation; *Writing Processes; *Writing
  Research; Writing Skills; Writing Workshops
IDENTIFIERS- *Computer Assisted Writing; Technology Integration

This book explores the findings and beliefs researchers and teachers have shared about classroom practices and children's writing processes, highlighting representative studies with a focus on classroom application. The book examines subjects in a comprehensive review of recent research. It looks at past findings and presents challenging questions for future research. The book aims to engage teachers in research inquiry and to expand collaborations between classroom instructors and university researchers. Following a foreword and an introduction, chapters in the book are titled: (1) Conceptions of the Writing Process; (2) The Writing Processes of Children; (3) New Directions for Writing Workshop Programs; (4) Learning the Craft of Writing; (5) Writing across Subject Areas; (6) Technology and Writing; (7) Research on Assessment in Writing; and (8) Thinking Back, Looking Ahead. A list of references, a subject index, and an author index conclude the book. (NKA)

ED 420 893   CS 509 870

Ramsey, Shirley, Ed.
PR Bibliography, 1998.
PUB DATE- 98
NOTE- 128p.; For the 1997 edition, see ED 408 638.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Annotated Bibliographies; Business Communication; *Ethics; Higher Education; *Internet; Marketing; Mass Media; *Media Research; *Public Relations; Speech Communication; Writing Skills
IDENTIFIERS- Crisis Management; Professional Concerns; Research Synthesis; Visual Communication

Encompassing both the practical and the scholarly, this annotated bibliography on public relations aims to provide a window into some of each of the offerings in academic and business journals, as well as in trade and professional journals published in 1997. The introduction notes that many entries in the bibliography deal with the Internet, the World Wide Web, and online communications. The annotated bibliography is subdivided into 37 categories, including campaigns; corporate image impression management; crisis management (one of the larger categories); education; graphics technology; international relations; law; marketing; public opinion persuasion; research; speech spokespersons; visual communication; and writing techniques. An alphabetical list of journals is attached. (RS)

ED 420 915 EA 029 120

Guskey, Thomas R.; Lindle, Jane C.
Research on Multi-Age/Multi-Grade Classes: Report to the Teaching and Learning Issues Group.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Cross Age Teaching; Educational Innovation; *Educational Strategies; *Elementary Education; *Mixed Age Grouping; Multigraded Classes; Multiunit Schools
IDENTIFIERS- Kentucky

Multiage/multiability grouping is when more than one grade level of students is grouped in a classroom. This report summarizes the research on multiage/multiability grouping in the primary grades. The paper, which is intended for use in Kentucky's educational system, focuses on quantitatively based comparative research syntheses. The text describes the Primary Program and looks at factors that may explain improved learning and test results. It asks numerous questions: "What are the problems in implementing the multi-age/multi-grade grouping attribute of the Primary Program?" "Does the multi-age requirement limit implementation of other critical attributes of the Primary Program?" "Are there inconsistencies between the Primary Program and other components of the Kentucky Education Reform Act?" "What are the findings from research studies on multiage/multigrade grouping?" and "What effect has Kentucky's Primary Program had on the number of children labeled 'exceptional' in grade 4?" Each question is followed by a summary of research addressing that question. The findings indicate that learning is enhanced not by how schools group students for instruction, but by what they do within those groups. (RJM)

ED 420 992 FL 025 316

Promising Futures: ESL Standards for Pre-K-12 Students. TESOL Professional Papers #1.

PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Behavioral Objectives; *Communicative Competence (Languages); Educational Objectives; Elementary Secondary Education; *English for Academic Purposes; *English (Second Language); Instructional Effectiveness; Interpersonal Communication; Linguistic Theory; *Pragmatics; Professional Associations; Second Language Instruction; Second Language Learning
IDENTIFIERS- Teachers of English to Speakers of Other Languages

The guide is written for English-as-a-Second-Language (ESL) and bilingual education specialists, classroom teachers, building administrators, and parents. It outlines the vision of the Teachers of English to Speakers of Other Languages (TESOL) for the effective education of elementary and secondary school ESL students, and presents a framework for using TESOL standards in educational programs. It begins by explaining why ESL standards are needed and some myths about second language learning. It then outlines TESOL's vision of effective education for all students, and a number of general principles of language learning. It concludes by presenting the standards framework for ESL education in the form of three broad goals (use of English to communicate in social settings, use of English to achieve academically in all content areas, and use of English in socially and culturally appropriate ways), and within each goal, three more specific performance standards. (MSE)

ED 421 014 FL 025 348

Joyce, Deborah Carolyn

Strategies for Responding to the Writing of ESL Students.

PUB DATE- 97
NOTE- 83p.; Curriculum and Instruction Project for the M.A. degree, San Diego State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; Editing; *English for Academic Purposes; *English (Second Language); *Error Correction; Grade 7; Grammar; Instructional Effectiveness; Junior High Schools; Peer Evaluation; Second Language Instruction; Second Language Learning; Self Evaluation (Individuals); Teacher Student Relationship; *Writing Instruction; Writing Processes

A 12-week study evaluated the use of specific teaching techniques for improving the writing of 7th-grade students of English as a Second Language (ESL) in a process-oriented writing classroom. The subjects, 24 students of varied linguistic backgrounds, were pre-tested during the first week on writing skills, grammar awareness, and writing attitudes and interests. Three weeks of instruction were then devoted to teaching self-editing, three to peer editing, and three to use of teacher-student conferences to discuss writing techniques. Post-testing was conducted during the last 2 weeks. Cooperative learning activities and emphasis on global vs. local errors were stressed throughout. Results indicate only slight gains in self-editing skills, but greater gains with peer editing. Student-teacher conferences were highly effective in improving student writing skills. Possible explanations for the results are discussed. (Contains 40 references.) (MSE)

ED 421 036 HE 031 378

Reindl, Travis
State Issues Digest. First Edition.

PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; *Costs; *Educational Policy; Educational Trends; Government School Relationship; Higher Education; *State Aid; *State Colleges; *State Universities; Tables (Data); Trend Analysis

This report is intended to provide current information and integrated analysis of state-level higher education policy developments. Part 1 considers state funding support in the following categories: changing rules, effects of changing rules, survival in a changing game, and the growth industry of higher education. Part 2 examines issues concerned with college costs, including the existence of an affordability crisis, internal cost factors for colleges and universities, external cost factors for colleges and universities, impact on students and the federal role, strategies for cost containment, and real issues such as who should pay for public higher education and what are the responsibilities of higher education's stakeholders regarding affordability. Part 3 examines issues related to students, including the changing American college student; challenges of change; and policy implications, such as accountability reporting and performance-based funding and budgeting. Data are presented in 20 tables and charts. A list of related Internet resources is attached. (DB)

ED 421 095 IR 018 814

Lehman, James D.; Newby, Timothy J.; Ahn, II Chul Justin
Distance Learning Models for In-Service and Pre-Service Education.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Planning;

Elementary Secondary Education; Graduate Study; Higher Education; *Inservice Teacher Education; *Instructional Design; Instructional Development; Models; *Preservice Teacher Education; Student Needs; Teaching Methods
IDENTIFIERS- Purdue University IN

When basic instructional design issues (goals, nature of the subject matter, and needs of the learner) are taken into consideration, different distance learning models may emerge as appropriate for different learning situations. A systematic approach to design and development of instruction allows for viewing the instructional process as a set of interrelated components: planning, implementing, and evaluating. With appropriate planning, many missteps can be avoided. Consideration of the following basic instructional design questions can lead to resolution of many of the important issues in planning for distance education: (1) "What is the overall instructional aim?" (2) "Who are the learners and where are they located?" and (3) "What sorts of learning experiences should the learners have?" This approach led to different models of distance education at Purdue University (Indiana), illustrated by examples from the Northwest Doctoral Cohort Program in educational administration, a graduate course in educational restructuring, and preservice teacher initiatives. (AEF)

ED 421 191 JC 980 336

Information Competency in the California Community Colleges.

PUB DATE- 98
NOTE- 14p.; "Adopted Spring 1998."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Curriculum Development; *Educational Needs; Faculty Development; *Information Literacy; Information Seeking; Information Skills; Library Skills; State Standards; Two Year Colleges
IDENTIFIERS- California Community Colleges

In this paper the Academic Senate of the California Community Colleges addresses information competency and the need to expand students' information-gathering skills beyond that typically implemented at the present time in the curriculum of the California Community Colleges. Information competency is defined as the ability to find, evaluate, use and communicate information in all its various formats. Issues facing the California Community College faculty as they explore ways to provide information competency skills to students are examined. The paper also includes a list of key skills student require in order to find, evaluate, use, and communicate information, and provides models of implementation describing how information competency will be implemented in the California Community Colleges. In conclusion, the paper emphasizes the primary responsibility faculty have in determining curriculum and developing a program for information competency on college campuses. (AS)

ED 420 741 CE 075 392

DeBell, Megan; Yi, Hsiao-Ye; Hartmann, Heidi

Single Mothers, Jobs and Welfare: What the Data Tell Us. Research-in-Brief.

SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Employment Patterns; Federal Legislation; Low Income; *Mothers; *One Parent Family; Socioeconomic Status; *Wages; *Welfare Recipients
IDENTIFIERS- *Single Parents; *Temporary Assistance for Needy Families; Welfare Reform

In order to predict the earnings of single mothers under the Temporary Assistance to Needy Families (TANF) program and the success of welfare reform in reducing poverty, a study was conducted of single mothers' work behavior, welfare receipt, and other sources of income. Data were generated from the U.S. Census Bureau's Survey of Income and Program Participation (SIPP) from 1984, 1986, 1987, 1988, 1990, and 1991. Results strongly suggest that welfare recipients who are required to work as a result of welfare reform will likely do worse in the labor market than single mothers who are already working. They have less education and work experience, which are likely to lead to lower earnings, and higher child care costs per employment hour, since they have more and younger children. Their earnings will likely be low--well below the poverty level--and their child care costs will consume much of their earnings. They will therefore need considerable ongoing financial assistance in order to enable them to hold jobs and to maintain their already-low standard of living. Reforms such as a higher minimum wage, temporary disability insurance programs, allowing welfare recipients to package earnings along with benefits, and providing child care subsidies and health insurance to low-income mothers would help low-income mothers to become self-supporting. (KC)

ED 420 760 CE 076 720

Australian National Training Authority Annual Performance Report 1996-1997.

PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; *Educational Planning; Foreign Countries; *Governing Boards; Instructional Materials; *Job Training; Material Development; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

The Australian National Training Authority (ANTA) achieved the following objectives in 1996-97: (1) sought and obtained the agreement of the Ministerial Council to make the National Training Framework more flexible and usable by training providers and their major clients (businesses and individual learners); (2) obtained in principle agreement to measures to strengthen the quality assurance arrangements leading to effective mutual recognition of the products and services delivered by training providers; (3) obtained agreement to extend apprenticeships and traineeships to new industries and occupations, to streamline the development and approval process, and to give employers, apprentices, and trainees a choice of provider; (4) commissioned the development of training packages for most industries; (5) strengthened the network of national industry training advisory boards by ensuring they more effectively represent their industry sectors, and focused their core roles on product development and marketing; (6) published for the first time information on the relative performance of state and territory training systems; and (7) developed new business arrangements between ANTA and the states and territories, establishing accountability and reporting arrangements. (Seven appendixes to this report include the following: work priorities, work completed, staffing statistics, board, committees, forum, and councils; consultancies; financial statements; list of publications. A glossary and an index are also provided.) (KC)

ED 420 834 CS 013 217

Niles, Karen
Following a Struggling Reader: A Case Study.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Case Studies; *Early Intervention; Elementary Education; *Emergent Literacy; Qualitative Research; *Reading Difficulties; *Reading Improvement; Reading Research; *Reading Strategies; Spelling; Stress Variables; *Tutoring
IDENTIFIERS- Partner Reading; Repeated Readings

Using an emergent literacy perspective, a qualitative case study examined a child who struggled to become a reader. The study was based on data gathered during a 33-month tutoring intervention extending from the end of repeated first grade to mid-fourth grade. Interviews and documents were used to reconstruct the child's literacy history prior to tutoring intervention and document his development from an early emergent reader to a beginning reader. Participants in the study were "David," a European-American boy from a working class family and the researcher, a graduate student in emergent literacy. Results indicated that David's stress level, which was overwhelming when tutoring began, was lowered as tutoring progressed. Findings suggest that the most helpful practices in the beginning were: prohibiting "sounding out"; supplying words he needed; and teaching him to read "around" words he did not know. Later helpful practices were: sharing the reading with him; working on his spelling words; repeated readings; and various sound and word games played to increase phonemic awareness. (Contains eight references.) (CR)

ED 420 953 EC 306 518

Campbell, James Reed; Verna, Marilyn Ann
Comparing Separate Class and Pull-out Programs for the Gifted.
PUB DATE- 98

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; Elementary Secondary Education; *Gifted; Interviews; Knowledge Base for Teaching; Parent Participation; *Special Classes; *Special Programs; *Talent; *Teacher Attitudes
IDENTIFIERS- Differentiated Curriculum (Gifted); *Pullout Programs

This report discusses the outcomes of a study that compared 39 separate class programs for the gifted with 18 pull-out programs in the Metropolitan New York region. Interviews were conducted with teachers and students participating in the two types of talented and gifted programs during site visits to 57 schools. The results of the study indicated that the administrators in the pull-out programs originated and monitored their programs more closely than the traditional programs for the gifted. Pull-out programs were found to be better provisioned and more professional. The teachers in the pull-out programs were found to have more initial training, were encouraged to take more inservice training, and read more books and articles dealing with gifted topics. The teachers in the separate classes had more complaints than the pull-out teachers. The most serious weakness for the separate class programs was the heavy burden on the teachers constantly to devise their own curriculum above and beyond the normal course content. Pull-out programs also had a more modern structure by incorporating more screening committees, involving more parents in selection, and systematizing the selection progress to a greater extent. Furthermore, the pull-out programs were evaluated more than the separate class programs. (Contains 16 references.) (CR)

ED 421 076 IR 018 795

Caffarella, Edward P.
The New Information Literacy Standards for Student Learning: Where Do They Fit with Other Content Standards?
PUB DATE- 98
NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Educational Development; Educational Needs; Elementary Secondary Education; Futures (of Society); Independent Study; *Information Literacy; Information Skills; Learning Experience; Lifelong Learning; Social Responsibility; Student Development
IDENTIFIERS- American Association of School Librarians; Association for Educational Communications Tech; *Information Power (AASL AECT)

The Association for Educational Communications and Technology (AECT) and the American Association of School Librarians (AASL) have formed a committee to write a new edition of the "Information Power" guidelines and to investigate the information literacy needs of K-12 students over the next 20 years. The following nine information standards for student learning have been developed: (1) accesses information efficiently and effectively; (2) evaluates information critically and competently; (3) uses information effectively and creatively; (4) pursues information related to personal interests; (5) appreciates and enjoys literature and other creative expressions of information; (6) strives for excellence in information seeking and knowledge generation; (7) recognizes the importance of information to a democratic society; (8) practices ethical behavior in regard to information and information technology; and (9) participates effectively in groups to pursue and generate information. These standards are divided into three broad categories: information literacy (standards 1-3); independent learning (standards 4-6); and social responsibility (standards 7-9). Each standard is written as a lifelong skill and is therefore not grade specific. This paper examines the standards and the interface of these standards with other subjects typically taught in schools. (AEF)

ED 421 134 IR 018 854

Carbone, Angela; Mitchell, Ian
Tutor Training in Computer Science: Tutor Opinions and Student Results.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science; Computer Software Development; Educational Planning; Foreign Countries; Higher Education; Instructional Development; Instructional Effectiveness; Program Development; *Teacher Education; Training; Tutoring
IDENTIFIERS- Monash University (Australia); *Tutor Training

Edproj, a project team of faculty from the departments of computer science, software development and education at Monash University (Australia) investigated the quality of teaching and student learning and understanding in the computer science and software development departments. Edproj's research led to the development of a training program to prepare postgraduate students for their role as teachers. Budget cuts led to the development of the Tutor Training Program, which began in 1996 with the following objectives: (1) to share teaching techniques; (2) to improve tutors' teaching skills; (3) to make tutors aware of the main ideas put forward in lectures; (4) to increase the level of student participation; and (5) to promote tertiary level study skills. The Tutor Training Program drew on the experience gained from Edproj's research in the previous year, which led to insights into barriers to student learning, a bank of strategies for promoting better learning, and a fundamental list of teaching principles. The initial program consisted of six sessions. After the initial training, a survey was distributed to the participants (n=22) to find out what they thought about the initial training; the overall reaction to the training program was highly favorable. An appendix presents positive tutor/demonstrator strategies generated (semester 1, 1196). (AEF)

ED 421 172 IR 018 892

Knee, Richard H.; Cafolla, Ralph
Bringing Interactivity to the Web: The JAVA Solution.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer System Design; *Computer Uses in Education; *Internet; Online Systems; *Programming Languages; Teacher Education; World Wide Web
IDENTIFIERS- Browsing; *Java Programming Language; *Object Oriented Programming; Web Sites

Java is an object-oriented programming language of the Internet. It's popularity lies in its ability to create interactive Web sites across platforms. The most common Java programs are applications and applets, which adhere to a set of conventions that lets them run within a Java-compatible browser. Java is becoming an essential subject matter and teaching tool within corporate and academic settings. JavaScript was developed to fill the considerable gaps in functionality between HTML, CGI and Java. One of Java's great advantages is its inherent security. There is a challenge involved in integrating Java into traditional education programs. The following outline is suggested for providing educators with the Java skills to meet their instructional objectives: (1) draw up a detailed outline for the class; (2) create a template for content, demonstrations and projects; (3) research content for topics that apply to education, note change; (4) configure technological environment, know your lab and its limitations; (5) design technology demos--use of student work from previous courses; (6) develop the lecture content; (7) develop a resource list of tools, Web sites and projects; (8) develop student and instructor notes via presentation tools; (9) create a plan for updating course materials; (10) develop a list of student objectives or outcomes. (AEF)

ED 420 779 CE 076 743

The Report of the ANTA Board on the Implementation of New Apprenticeships (Including User Choice).

PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Apprenticeships; *Course Selection (Students); Educational Finance; Foreign Countries; Job Training; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; Secondary Education; Vocational Education
IDENTIFIERS- *Australia

The development of "New Apprenticeships" reflects the need to strengthen employment-based training in Australia. The strengths and tradition of Australia's existing system must be built upon; inflexibilities that reduce options and choice must be removed. It is a four-stage process: development of policy principles, establishment of a national policy framework, agreement to implementation arrangements, and implementation at national and state/territory levels. Two issues are crucial in implementation of user choice: separation of roles and apprentices already under contract. Designed to make regulation of national training arrangements simpler and more flexible, the National Training Framework consists of two interconnected key features: new recognition arrangements and training packages. A regulatory framework has three points of regulation: training package endorsement, training provider registration, and signing of the training agreement. Issues related to implementation of New Apprenticeships include definition, funding priorities, and access. Main recommendations for group training propose a move to purchasing outcomes through a per capita payment reflecting the real costs of serving apprentices and trainees. Changes to data collection systems to capture new information would facilitate monitoring of New Apprenticeships. (Half the document contains these appendixes: a report on the implementation of user choice, model training agreement, and report on national principles for group training.) (YLB)

ED 420 797 CE 076 788

Leech, Irene E., Ed.
American Council on Consumer Interests Annual Conference (44th, Washington, D.C., March 25-28, 1998).
PUB DATE- 98
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Consumer Economics; *Consumer Education; *Consumer Protection; Consumer Science; Credit (Finance); Decision Making; Developed Nations; Developing Nations; Eating Habits; Entrepreneurship; Foreign Countries; Global Approach; *Money Management; Nutrition; Retirement; Self Employment; *Small Businesses; Youth Programs
IDENTIFIERS- China; Korea; United States

Among the 25 refereed papers, 14 refereed poster sessions, 17 invited papers, and 14 panel/workshop sessions are the following: "Forces Driving Change in Food Safety" (Foreman); "Are Two Incomes Needed to Get Ahead Today?" (Walden); "Financial Manager Profile Scale" (Lytton, Grable); "Real World Financial Management Tools and Practices" (Muske, Winter); "Personal Information Privacy Issues Relating to Consumption in the U.S. Marketplace" (Bonavia, Morton); "Shopping for a Credit Card" (Lee, Hogarth); "Debt Structure of Small Businesses Owned by Women in 1987 and 1993" (Haynes, Haynes); "Consumer Educators, Now Is the Time for a Paradigm Shift Toward Employee Financial Education" (Garman);"Studying Welfare Reform" (Fletcher et al.); "Work Efforts and Welfare Receipt by Poor Single Mothers" (Kim et al.); "Reinventing the Power Community" (Morrison); "Are You Able and Willing to Borrow?" (Yieh); "Do Households Make Saving and Investment Decisions Together?" (Chen et al.); "Price of Time for Informal Female Caregivers of the Elderly" (Torre, Kolodinsky); "Determinants of Defined Contribution Plan Employee Participation" (Grable et al.); "Consumer Acceptance of a New Product" (Eastwood); "Noncustodial Fathers Who Pay Supplemental Support for Their Children After Divorce" (Lown, Chandler); "Characteristic Philosophies of Families toward Time Resource Use" (Song);"Measures of Healthful Dietary Practices of College Students" (Denson); "PEP: Personal Economics for Preteens" (Shotick, Gordon); "Economics and Nutrition" (Huang); "Consumer Education in China" (Yin, Yin); "Rules for a Global Marketplace" (Asher et al.); "Information and Advertising Policy" (Ippolito); "Using Food Consumption Data to Estimate Dietary Exposure to Chemical Contaminants in Foods" (Kidwell, Tomerlin); "Consumer Adviser Certification Program in Korea" (Lee et al.); "Consumer Science in Korea" (Park); "Accredited Financial Planner in Korea" (Yoon, Sohn); "Consumer Movement Today" (Brobeck et al.); "Prevalence of Businesses Owned and Operated by Families" (Scannell, Heck); "Viable Model of Sustainable Family Businesses" (Stafford et al.); "Studying Family Businesses" (Fitzgerald, Winter); "Gathering and Inputing Data about the Family and Business" (Haynes, Danes); "Consumers and the Changing Health Care Environment: Policy Issues for Consumer Education and Research" (Rider); "Financial Education for Youth" (Olson, Dolan); and "Study Tour Courses Teach Consumer Issues and Policy" (Marlowe et al.). (YLB)

ED 420 814 CE 076 836

Commercial Photography. Occupational Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 79p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Business Skills; *Competence; Competency Based Education; Employment Potential; Entry Workers; Job Analysis; *Job Skills; *Occupational Information; Photographic Equipment; *Photography; Postsecondary Education; Production Techniques; Promotion (Occupational); Secondary Education; *Vocational Education
IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; Ohio

This Occupational Competency Analysis Profile (OCAP) for commercial photography is an employer-verified competency list that evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives throughout Ohio. The competency list consists of 12 units: (1) business and professionalism; (2) cameras and exposure control; (3) 35mm single-lens reflex cameras; (4) black-and-white negative development; (5) black-and-white negative printing; (6) preparation of photographs for presentation; (7) medium- and large-format cameras; (8) lighting and backdrops; (9) portfolio; (10) digital imaging; (11) color transparency films; and (12) color negative printing. Competencies for employability also are listed in 12 units: career development, decision making and problem solving, work ethic, job-seeking skills, job retention and career advancement skills, technology in the workplace, lifelong learning, economic education, balancing work and family, citizenship in the workplace, leadership, and entrepreneurship. The OCAP guide also includes an academic job profile for commercial photography; a total list of academic competencies as well as a list of the competencies needed for these occupations; and a list of the members of the verification panels. (KC)

ED 420 934 EC 306 479

Landau, Julia K.
Statewide Assessment: Policy Issues, Questions, and Strategies. PEER Policy Paper.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advocacy; *Compliance (Legal); *Disabilities; *Educational Assessment; Educational Change; Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Legislation; Federal State Relationship; *Inclusive Schools; Parent Participation; State Departments of Education
IDENTIFIERS- Alternative Assessment; *Individuals with Disabilities Education Act Amend; *Testing Accommodations (Disabilities)

This policy paper provides a list of questions and associated strategies that parents and parent organizations can address in an effort to ensure that statewide assessment systems fully and fairly include students with disabilities as required by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) and other federal laws. Introductory material notes the purposes of these large-scale assessments and the relation of statewide assessment programs to education reform initiatives. Suggested questions address the following issues: type of assessment used, use of "off the shelf" or contracted assessments, the process for developing the assessment, the consequences for students of the statewide assessments, inclusion of all students with disabilities in the assessment, responsibility for determining if a student with disabilities needs accommodations to participate in the assessment, types of accommodations available to students with disabilities, how test results are to be used, and how test scores of students with disabilities will be reported. Among seven strategies recommended to parents are the following: (1) obtain copies of the state's education reform and assessment legislation, regulations, and policy documents; (2) identify who makes policy decisions about participation of students with disabilities; and (3) get involved in the decision-making process. (DB)

ED 420 973 EC 306 547

Physical Therapist. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Higher Education; Minimum Competencies; *Occupational Information; Personality Traits; *Physical Therapists; Physical Therapy; Special Education; *Staff Role

Designed for high school students interested in careers in special education and related services, this leaflet outlines the role of the physical therapist. It addresses the nature of the work, the education required, personal qualities that physical therapists should have, job outlook and advancement, and how to prepare for a career as a physical therapist. Physical therapists are described as providing treatment to relieve pain, limit or prevent permanent physical disability, and improve the mobility of people who have an injury, disease, or disability. Physical therapists who work in the schools work with other members of the special education team and the family to identify the problems interfering with a student's education program. While a bachelor's degree in physical therapy is the current minimum education requirement for this profession, the profession's preferred entry level degree is at the postbaccalaureate degree level. Physical therapists are described as being patient, self-assured, resourceful, mature, tactful, and able to work with a variety of people. A profile of a school physical therapist is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 056 HE 031 400

Schlachter, Gail Ann; Webber, R. David
High School Senior's Guide to Merit and Other No-Need Funding,
1998-2000, 2nd Edition.

PUB DATE- 98
NOTE- 380p.; For 1st edition, see ED 394 447.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- College Attendance; College Bound Students; Educational Finance; *Eligibility; Financial Aid Applicants; Financial Support; High School Seniors; High School Students; High Schools; Higher Education; *Merit Scholarships; *No Need Scholarships; Paying For College; Scholarship Funds; Scholarships; *Student Financial Aid

This volume provides information on 1,100 merit scholarships and other no-need funding programs available specifically to high school seniors applying to college. Programs listed in the guide make decisions based upon student academic records, writing or artistic ability, speech-making skills, religious or ethnic background, parents' organizational or military activities, athletic success, or random drawings, but decisions are not based on financial need. Following introductory material covering the types of aid included in the volume, the volume's organizational structure, and related publications of interest, information on merit and no-need funding sources is listed by topic (sciences, social sciences, humanities, etc.). Next, state sources of information on educational benefits are listed, including state financial aid and guaranteed student loan programs. The final section, titled "Financial Aid Library," is an annotated bibliography of financial aid reference materials, including general financial aid directories, subject and activity directories, special group directories, a contest and award directory, internship directories, guides costing less than $4.95, and cyberspace sites. Indexes allow users to look up information by program title, sponsoring organization, residency, tenability (where the student will live while attending school), subject, and deadline date. (MAB)

ED 421 115 IR 018 834

Kovalchick, Ann; Milman, Natalie B.; Elizabeth, M.

Instructional Strategies for Integrating Technology: Electronic Journals and Technology Portfolios as Facilitators for Self-Efficacy and Reflection in Preservice Teachers.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Electronic Journals; Higher Education; Introductory Courses; Learner Controlled Instruction; Learning Processes; *Portfolio Assessment; Preservice Teacher Education; Reflective Teaching; Self Efficacy; *Self Evaluation (Individuals); *Student Journals; Teaching Methods
IDENTIFIERS- Reflective Thinking; Technology Integration; University of Virginia

This paper describes the use of electronic journals (e-journals) and technology portfolios as an instructional strategy in preservice teacher education technology courses. Introduction to Media and Computers in Teaching is an introductory level, two-credit, preservice teacher education course offered at the University of Virginia. In this course, the instructors use e-journals as a way to examine the students' learning throughout the semester and to model a strategy they can later utilize in their own classrooms. After each class, students create an entry in their e-journals using a word processing program. Whereas e-journals demonstrate learning in its developmental phases, portfolios represent the culmination of a student's work over a period of time; in this course, students collect examples of their work over the course of the semester for inclusion in their technology portfolios. The use of technology portfolios and e-journals places an explicit focus on the relationship between technology applications and instructional methods. This reflexive approach to training encourages students to consider technology as both a user/learner and a user/teacher. (AEF)

ED 421 153 IR 018 873

Espinoza, Sue; Chambers, Sharon; Justice, Madeline
Graduates and Undergraduates--Meeting Online.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; *Cooperative Learning; *Educational Technology; Graduate Study; Higher Education; Interaction; Online Systems; *Teacher Education; Undergraduate Study
IDENTIFIERS- *Team Learning; *Technology Integration

Colleges of Education include both undergraduate and graduate students, both preservice and current teachers; this provides them with a unique opportunity to have both groups work together, sharing their expertise, and gaining new perspectives about the use of technology in schools. This paper describes a program where graduate education students work with preservice teachers in an online format, examining ways to use technology as a tool in the classroom. Virtual teams were formed; students exchanged introductions, with the graduates describing what they considered to be the role of technology in the schools, sharing specific instances of their use of technology, and asking for input. As students networked, they acquired and enhanced skills that will promote their professional development in ways specific to their needs now and/or in the future. Virtual teaming promoted personal and professional exchanges in which students shared experiences and visions for the integration of technology into a variety of educational situations. (AEF)

ED 420 874 CS 216 398

Harrington, Mark; Holik, Maria; Hurt, Patricia
Improving Writing through the Use of Varied Strategies.
PUB DATE- 98
NOTE- 67p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Cooperative Learning; *Grade 5; Intermediate Grades; Student Educational Objectives; Writing Attitudes; *Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- Goal Setting; *Graphic Organizers

This action research project described a program for increasing student skills in writing. The targeted population consisted of fifth grade academically talented, regular education, and inclusion students in a middle class, western suburb of a Midwestern city. The inadequacy of student writing skills was documented through writing samples, local assessments, teacher surveys, and student surveys. Analysis of probable cause data revealed that teachers report student frustration, lack of "seeing real-life" connection, and inadequate writing skills. The teacher specifically reported that limited time, previous failures, a lack of home modeling, and lack of curriculum integration fostered poor writing skills. A review of solution strategies suggested by experts in the field of writing, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention. These categories include goal setting conferences, cooperative learning, graphic organizers, and use of rubrics. Students made enormous progress in using graphic organizers. They showed increased enjoyment of writing and had an easier time starting to write. Students developed their habits of goal setting, which will influence their writing process in the future. Further, students became proficient at peer editing which assisted the role of writer and editor. (Contains 29 references, and one table and six figures of data. Appendixes contain survey instruments, rubrics, checklists, graphic organizers, and practice sentences.) (RS)

ED 420 894 CS 509 872

Hett, Dorothy; Haring, Dana
Shake Up Your Shakespeare: Creative Drama Activities for "Romeo and Juliet."
PUB DATE- 98
NOTE- 28p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Creative Dramatics; *English Instruction; Grade 9; Improvisation; Pantomime; Production Techniques; Readers Theater; Secondary Education
IDENTIFIERS- *Romeo and Juliet

This paper presents creative drama activities based on Shakespeare's "Romeo and Juliet" for use in ninth-grade English classrooms. The activities are divided into sections on improvisation, pantomime, image-making and creative drama, reader's theater, drama scenes, interior monologue, and producing plays. Each section of the paper presents instructional objectives and instructional plans; most sections present dramatic scene descriptions designed to be duplicated and passed out to students. (RS)

ED 420 895 CS 509 873

Vanneman, Alan
NAEP and Theatre: Framework, Field Test, and Assessment.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Criteria; Field Tests; *Student Evaluation; Tables (Data); *Theater Arts
IDENTIFIERS- Authentic Assessment; *National Assessment of Educational Progress

NAEP (National Assessment of Education Progress) has developed its first set of assessment tasks for measuring student achievement in theatre. These tasks draw on a wide range of dramatic forms and use both paper-and-pencil and performance tasks. Sections in this serial issue include: "The Importance of Theatre"; "The Theatre Assessment Framework: Content and Processes"; "The Field Test Samples"; "Theatre Tasks"; and "Field Test Issues." (Contains 5 tables that present associated guidelines, frameworks, and scoring guides.) (Author/RS)

ED 420 916 EA 029 121

Ryan, Susan; Bryk, Anthony S.; Lopez, Gudelia; Williams, Kimberley P.; Hall, Kathleen; Luppescu, Stuart
Charting Reform: LSCs--Local Leadership at Work. A Report.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizen Participation; *Citizens Councils; *Educational Administration; *Educational Change; Elementary Secondary Education; Parent Participation; Program Effectiveness; School Community Relationship; School Restructuring
IDENTIFIERS- Chicago Public Schools IL; *Local School Councils

The Chicago School Reform Act of 1988 gave a Local School Council (LSC) strong powers not typically seen in such bodies. An overview of how this LSC has worked is offered here. The report draws primarily on the results of a survey of LSC members conducted between May 1995 and February 1996. It examined three primary areas: the background of LSC members, how LSCs operate and carry out their mandated functions, and the links between the LSC and the surrounding community. The six chapters here include an introduction, qualifications of LSC members to govern local schools, LSCs as viable governance institutions, a closer look at schools with problem councils, tips on listening to LSC members, and an interpretive summary. The study found that almost all LSC members quietly oversee school policy and carry out their official duties of evaluating the principal, approving the budget, and approving and monitoring the School Improvement Plan. Their most frequently cited contribution to the school is improving core academic programs, followed by improving the school's physical environment, improving attendance and discipline, and increasing parent involvement. Overall, the vast majority of LSCs operate as viable governance organizations that responsibly carry out their mandated duties and are active in building school and community partnerships. (RJM)

ED 421 015 FL 025 350

Alam, Samsul
Stress in Bangladeshi Bengoli.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bengali; Descriptive Linguistics; Foreign Countries; *Language Patterns; Language Research; Morphology (Languages); Phrase Structure; Sentence Structure; *Stress (Phonology); Uncommonly Taught Languages; Verbs
IDENTIFIERS- Bangladesh

This report discusses the stress patterns of Bengali as spoken in Bangladesh. One of the findings indicate that every word has stress in the first syllable, with additional stress in the first syllable of the first word of the phrase. The Bengali language does not have penultimate and antepenultimate stress. Because there is no rule for changing the stress position or pattern, extrametricality is not required. Further, all verbs end with a vowel, suggesting lack of quantity sensitivity. (MSE)

ED 421 037 HE 031 379

State and National Issues Affecting Public Higher Education. A Compendium of AASCU Special Reports.

PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Persistence; Educational Facilities; *Educational Finance; *Educational Policy; Educational Trends; Higher Education; *Public Colleges; School Maintenance; State Aid; *Student Costs
IDENTIFIERS- *Deferred Maintenance; *Tuition Prepayment

This report analyzes the following issues affecting public higher education: student charges; deferred maintenance; state fiscal conditions; the National Retention Project; and prepaid tuition plans. In each section, the report includes an overview of the issue, and presents highlights, findings, analyses, extensive charts and graphs, and references. Concerning student charges, analysis focuses on average undergraduate resident tuition and fees (1985-95); appropriations vs. net tuition per student; and average room and board charges. Analysis of deferred maintenance focuses on indicators of the seriousness of the problem, current trends in physical plant/maintenance spending at public colleges and universities, and state and federal policy implications. For state fiscal conditions, the report finds that state finances are looking good, and calls higher education "the balance wheel of state finances." For the National Retention Project, findings indicate improvements in data collection and analysis, and note the influence of administrative, academic advising, and assessment conditions. Examination of prepaid tuition plans analyzes issues of participation and subsidy, and risk considerations. Data are presented in 23 tables and charts. (Contains 14 references.) (DB)

ED 420 742 CE 076 158

Hartmann, Heidi; Whittaker, Julie
The Male-Female Wage Gap: Lifetime Earnings Losses. Briefing Paper.

PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employed Women; *Employment Patterns; Employment Projections; *Futures (of Society); *Salary Wage Differentials; *Sex Differences

Currently, the median full-time woman worker earns 74.4 percent of the annual earnings of the median man. Over their lifetime, young women stand to lose a great deal of money due to differences in the wages for women and men. Estimates are that the average 25-year-old woman who works full time year round for 40 years will earn $523,000 less than the average 25-year-old man if current wage patterns continue. Alternative projections are plausible, however, because men have experienced wage losses in recent years, and different age groups of men have experienced different rates of wage growth or loss, a different assumption results in a wage gap of $422,000 between men and women who work full time for 40 years. (KC)

ED 420 761   CE 076 722

Australian Recognition Framework Arrangements. Australia's National Training Framework.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Articulation (Education); Competence; *Educational Principles; Educational Quality; Employment Qualifications; Foreign Countries; *National Standards; Postsecondary Education; Secondary Education; *Student Certification; Student Evaluation; *Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)

This document explains the objectives, principles, standards, and protocols of the Australian Recognition Framework (ARF), which is a comprehensive approach to national recognition of vocational education and training (VET) that is based on a quality-assured approach to the registration of training organizations seeking to deliver training, assess competency outcomes, and issue qualifications. The following items are included: preface detailing the ARF's key objectives, principal mechanism for recognition, and transition arrangements; nine principles underpinning the ARF (mutual recognition of qualifications and statements of attainment by registered training organizations RTOs ; mutual recognition of registration decisions by state training authorities/state recognition authorities STAs/SRAs ; mutual recognition of RTOs by other STAs/SRAs; mutual recognition through primary recognition authority; provision of information by primary recognition authority; authority to issue qualifications; monitoring/audit; complaints management; and information management); standards (national core standards for registration; national product/service standards for training delivery; national product/service standards for skill recognition services; and national standards for registration as a training organizations recognized as quality endorsed to self-manage training recognition); protocols (national operational protocols for external review processes, marketing of recognized training, and fees for registration); and glossary. (MN)

ED 420 835 CS 013 219

Jewell, Jacqueline; Phelps, Amy; Kuhnen, Donna
Improving Reading Engagement in the Primary Classroom.

PUB DATE- 98
NOTE- 71p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Classroom Environment; Classroom Techniques; Grade 1; *Parent Participation; Primary Education; *Reading Attitudes; Reading Habits; *Reading Motivation; *School Libraries; *Student Improvement
IDENTIFIERS- Illinois (North); Reading Behavior; Wisconsin (South)

To alleviate the problem of non-engaged readers in first grade classrooms, a program was developed to motivate and support children's love of reading. The targeted population consisted of three first grade classrooms located in three diverse communities in northern Illinois and southern Wisconsin. The problem was documented through data revealing the level of reading engagement in the classroom, motivation of students to use reading materials, and amount of parental involvement. Analysis of probable cause data revealed that students did not choose reading as a preferred activity. Faculty members reported that students chose activities in the classroom that were not reading-related and they did not show confidence as readers. Parent surveys reported that all children did not have access to public library facilities. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting resulted in the selection of three major categories of intervention: improved classroom libraries; development of motivational reading activities to be used at home; and facilitation of reading partnerships between students and parents. Post-intervention data indicated a marked increase in student attitudes toward reading, including: choosing reading during free time; reading many books; and listening attentively during reading time. (Contains 5 tables of data, 3 figures, and 19 references; various sample forms

ED 420 854 CS 013 246

Geimer, Theresa; Krzystofczyk, Susan; Luczak, Carol; Talach, Sharon

Peer Assistance in Reading Strategies.

PUB DATE- 98
NOTE- 70p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Elementary Education; *Instructional Effectiveness; *Metacognition; *Peer Teaching; Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Strategies; Tables (Data); *Tutoring
IDENTIFIERS- Graphic Organizers

This report describes a program of peer tutoring using specific learning and metacognitive strategies to increase reading comprehension . The targeted population consisted of first through fourth grade students in self-contained regular education classrooms located in two adjacent suburbs of a large metropolitan area. The problem of poor comprehension was documented through student interviews, Title I placement, and standardized tests that indicate student academic performance. Analysis of probable cause data revealed insufficient teaching strategies, lack of parental involvement in relation to reading literacy, and an increase in English as a second language population. In addition, data indicated non-English-speaking students lack the knowledge base to comprehend reading material. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: incorporation of learning and metacognitive strategies in reading; implementation of monthly book logs; and peer tutoring techniques and activities. Post intervention data indicated an increase in students' reading comprehension, an improvement in the use of graphic organizers, and an increase in the understanding and use of peer tutoring. (Contains 26 references and 9 tables of data. Appendixes contain the student interview questions, the parent survey, a book log, and the student evaluation rubric.) (Author/RS)

ED 420 993 FL 025 317

Hanson-Smith, Elizabeth
Technology in the Classroom: Practice and Promise in the 21st Century. TESOL Professional Papers #2.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; Cognitive Style; *Computer Assisted Instruction; Computer Software; Cooperative Learning; Educational Strategies; *Educational Technology; Educational Trends; Elementary Secondary Education; *English (Second Language); Futures (of Society); Individualized Instruction; Second Language Instruction; *Second Languages; Teaching Methods; Trend Analysis; Writing (Composition); Writing Processes
IDENTIFIERS- Content Area Teaching

The discussion of technology in the classroom, particularly for second language instruction, looks at: current practices in technology-enhanced schoolrooms or learning centers; benefits and liabilities of technology-mediated language learning; and the as yet unrealized promise of computer-assisted language learning for the student and the teacher. A brief introductory section chronicles the history of the digital revolution. Current practices in a number of areas are then described, including the teaching of composition as a process, multiple learning styles and individualized learning, the role of authentic language in language learning and in content-based learning, collaborative and task- based learning, and the role of cognition in language learning. Potential future directions for technology-enhanced instruction are examined. Contains a glossary, 8 references, and 10 Internet and World Wide Web site addresses. (MSE)

Cochenour, John J.; Reynolds, Carl
Integrating Computer Technologies in Distance Learning as Part of Teacher Preparation and Inservice: Guidelines for Success.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Planning; Educational Research; *Educational Technology; Guidelines; Higher Education; *Instructional Design; Instructional Development; Instructional Effectiveness; Nontraditional Education; Teaching Methods

This paper introduces guidelines that can contribute to the successful delivery of distance instruction to teachers using a variety of delivery technologies. These guidelines have evolved from extensive experience in teaching and administration of distance-delivered courses, student evaluations, research studies conducted upon previous courses, and from the literature. The guidelines are organized under the following categories: (1) course design; (2) general delivery strategies, including preplanning group sessions, promoting interaction, speaking strategies, facilitating discussion, and questioning techniques; (3) computer technology strategies for delivery; (4) student and administrative support considerations; and (5) evaluation. Within each category, the guidelines are offered as examples of techniques intended to make a distance delivery experience more successful. (AEF)

ED 420 780 CE 076 745

Research Reports into Professional Development.

PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Change Agents; Change Strategies; *Educational Change; *Educational Research; Employment Patterns; Foreign Countries; Job Training; Literature Reviews; Postsecondary Education; *Professional Development; Program Development; Program Evaluation; Secondary Education; *Teacher Attitudes; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Australia

Five reports present findings of research into professional development (PD) issues in vocational education and training (VET) in Australia. "Lessons Learnt: An Analysis of Findings of Recent Evaluation Reports on PD in VET" (Kate Perkins) provides an overview of issues, insights, and ideas emerging from past PD experience that may be relevant to planning and implementation of future PD programs to support New Apprenticeships and other national initiatives. "Perceptions of VET Staff towards Recent National Training Reforms" (Michele Simons, Roger Harris) provides a brief summary of literature and current research in relation to VET teachers, trainers, and managers and their perceptions toward training reforms and explores PD implications. "Summary of PD Issues Emerging from Recent Reviews and Reports" (Roger Mathers et al.) is based on three related reviews of over 65 evaluations, reports, and papers and provides a summary of issues concerning delivery of recent PD programs and perceptions of VET staff toward training reforms. "Trends in Employment, Skill, and Qualification Requirements of Training Staff" (Roger Mathers) identifies trends occurring across VET sectors and explores PD issues that emerged. "Strategic Use of Professional Development to Implement VET Objectives, Volume 1: Final Report and Volume 2: Case Studies" (Roger Harris, Michele Simons) deals with change processes in the implementation of VET objectives and PD's role in supporting those processes (volume 1) and contains summaries of 10 case studies (volume 2). (YLB)

ED 420 815   CE 076 837

Entertainment Marketing. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 67p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Business Administration; Business Skills; *Competence; Competency Based Education; Employment Potential; Entrepreneurship; Entry Workers; Job Analysis; *Job Skills; *Marketing; *Occupational Information; Postsecondary Education; Promotion (Occupational); Secondary Education; Vocational Education
IDENTIFIERS- DACUM Process; *Entertainment Industry; Occupational Competency Analysis Profile; Ohio

This Occupational Competency Analysis Profile (OCAP) for entertainment marketing is an employer-verified competency list that evolved from a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives throughout Ohio. The competency list consists of six units: (1) human resource foundations; (2) business foundations; (3) business marketing and promotion; (4) talent development and marketing; (5) selling; and (6) business functions. Competencies for employability also are listed in 12 units: career development, decision making and problem solving, work ethic, job-seeking skills, job retention and career advancement skills, technology in the workplace, lifelong learning, economic education, balancing work and family, citizenship in the workplace, leadership, and entrepreneurship. Each OCAP identifies the occupational, academic, and employability skills (competencies), clustered into broader subunits and units, and coded by priority needed to enter a given occupation or occupational area. The OCAP guide also includes an academic job profile showing levels of proficiency in academic areas needed for entertainment marketing; a total list of academic competencies as well as a list of the competencies needed for these occupations; and a list of the members of the verification panels. (KC)

ED 420 954 EC 306 519

Renzulli, Joseph S.
How To Develop an Authentic Enrichment Cluster.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cluster Grouping; *Cooperative Learning; Creative Activities; Educational Strategies; Elementary Secondary Education; *Enrichment Activities; *Gifted; Grouping (Instructional Purposes); Problem Solving; *Talent
IDENTIFIERS- *Authentic Learning

This paper describes how educators can develop authentic enrichment clusters to provide highly engaging learning activities that make schools enjoyable places for gifted students. Part 1 of the paper discusses the importance of authentic learning, in which the student applies relevant knowledge, thinking skills, and interpersonal skills to the solution of real problems. Enrichment clusters are described as opportunities for non-graded groups of students to come together for approximately one-half day per week to focus on the production of a mutually agreed on product or service that will have an impact on an intended audience. Students are brought together because they share common interests that bind them together and a willingness to work cooperatively within a relatively unstructured learning environment. The teacher's role as the facilitator of the cluster is highlighted. Part 2 of the paper discusses two key issues in developing enrichment clusters: (1) ensuring that an enrichment cluster does not become a mini-course; and (2) the teacher's role in escalating the content level of a cluster. Part 3 provides an enrichment cluster planning guide and describes the individual steps for planning an authentic enrichment cluster and for writing a cluster description. (CR)

ED 420 974 EC 306 548

Speech-Language Pathologist. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Higher Education; *Language Impairments; Minimum Competencies; *Occupational Information; Personality Traits; *Speech Impairments; *Speech Language Pathology; Staff Role

Designed for high school students interested in careers in special education and related services, this flyer outlines the role of the speech-language pathologist. It addresses the nature of the work, the education and personal qualities required to become a speech-language pathologist, job outlook and advancement, and how to prepare for a career as a speech-language pathologist. Speech-language pathologists are described as using a variety of interventions to help students understand their speech or language impairments and to help them achieve more normal communication. In addition to working with students with disabilities, they may also work with students who have limited English proficiency or dialect speakers who need communication instruction. School speech-language pathologists spend most of their time diagnosing disorders, and providing direct services. A master's degree in speech-language pathology is the minimum requirement to become a speech-language pathologist in almost every state. School speech-language pathologists are described as enjoying working with children, mature, patient, resourceful, and skillful in managing detailed paperwork. A profile of a school speech-language pathologist is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 016 FL 025 351

King, Kendall A.
Language Revitalization Processes and Prospects: Quichua in the Ecuadorian Andes.

PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Diachronic Linguistics; Ethnography; Foreign Countries; Indigenous Populations; *Language Attitudes; *Language Maintenance; *Language Planning; Native Language Instruction; *Quechua; Uncommonly Taught Languages
IDENTIFIERS- Andes; Ecuador

This paper examines efforts to reverse language shift in two indigenous communities in southern Ecuador. The ongoing decline and rapid pace of extinction of many of the world's languages have received increasing amounts of attention, but while processes of language loss and extinction have been extensively studied, relatively little work of similar scope and detail has addressed the processes and prospects for language revitalization. Findings are presented from ethnographic work investigating language use, language attitudes, and language instruction in two Andean communities that are attempting to revitalize their once native Quechua. Results indicate that for different reasons, in neither community is Quechua transmission occurring successfully, and reveal how and why communities that are socially, economically, and culturally secure are most likely to be supportive of and participate in language revitalization efforts. (MSE)

ED 421 038 HE 031 380

Choy, Susan P.; Moskovitz, Ron; Malizio, Andrew G.
Graduate and First-Professional Students. National Postsecondary Student Aid Study, 1996.
PUB DATE- 98
NOTE- 29p.; Excerpted from "Student Financing of Graduate and First-Professional Education, 1995-96" (NCES 98-083); see ED 419 452.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *Doctoral Degrees; Full Time Students; *Graduate Study; Higher Education; *Masters Degrees; National Surveys; Part Time Students; *Paying for College; *Professional Education; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *National Postsecondary Student Aid Study

This booklet summarizes findings from the National Postsecondary Student Aid Study, concerning graduate and first-professional students. The booklet's introduction indicates that, of the 2.8 million postsecondary students enrolled in 1995-96, 56 percent were enrolled in master's degree programs, 12 percent in doctoral programs, 12 percent in first-professional programs, and 20 percent in nondegree programs. The next section provides more detail on master's degree students, breaking down enrollments into the following categories: business administration (where 51 percent of students received financial aid); education (where 41 percent received aid); and arts or science (where 58 percent received aid). The section on doctoral degree students notes that 70 percent were in Ph.D. programs, 12 percent in Ed.D. programs, and 18 percent in other doctoral programs. This section notes that while two-thirds of Ph.D. students received financial aid, relatively few Ed.D. students received financial aid, reflecting the predominantly part-time enrollment and full-time employment of ED. students. The section on first-professional students notes that 74 percent borrowed money to finance their education an average of $47,700 for law students and $55,900 for medical students graduating in 1995-96. Data are presented in 10 tables and charts. (DB)

ED 421 057 HE 031 401

Carter, Charles
The Moccasin on the Other Foot Dilemma: Multicultural Strategies
at a Historically Black College.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Diego, CA, April 13-17,
1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *Black Students; College Faculty;
*Cultural Context; Higher Education; *Minority Groups;
*Multicultural Education; Teaching Methods; *Theory Practice
Relationship
IDENTIFIERS- *African Americans

This study used participant observation, student interviews, reflective journals, and discussions with faculty members and administrators to examine multicultural aspects at an historically black college. It reviews three theoretical approaches: (1) the theory of John Ogbu, which classifies minority groups in the United States as either voluntary or involuntary, with African Americans an involuntary minority group; (2) the theory of A. Wade Boykin, which distinguishes the different cultural perspectives of African American students from the traditional educational perspective; and (3) the Harrington-Austin and Dibona theory that holds that many historically black colleges tend to replace the Eurocentric culture for an Afrocentric one instead of exposing students to multicultural perspectives. It notes the need for African American students to achieve bicultural competence and suggests a variety of teaching approaches to this end, including presenting historical information to provide context and models, implementing cooperative rather than individualistic goal structures, emphasizing active rather than passive activities, promoting oral and creative alternatives to written assignments, and exposing students to the experiences of other minorities. (DB)

ED 421 077 IR 018 796

Kumar, David; Bristor, Valerie J.

Technology-Based Macrocontexts for Teaching Integrated Science and Language Arts.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; Curriculum Development; Educational Media; *Educational Technology; Elementary Secondary Education; Instructional Innovation; Integrated Activities; *Interdisciplinary Approach; *Language Arts; Learning Activities; Media Selection; Optical Data Disks; *Science Instruction; Teaching Methods; Videodisks; Videotape Recordings; World Wide Web
IDENTIFIERS- Macrodesigns; Web Sites

Technology can be utilized as a tool for creating macrocontexts for teaching integrated science and language arts. Teachers can use several criteria for deciding what kind of technology-based resources to use; the teacher's level of confidence in science and language arts content and knowledge of technology-based resources is vital to making such innovative curriculum decisions. The following steps can guide teachers: (1) the context chosen for integration must be available on videodisc, videotape, compact disc (CD), or the World Wide Web; (2) the context must be appropriate for student viewing at the elementary levels; (3) the context must be rich in information needed to gain the attention and interest of students; (4) the context must contain explicit information in a language of communication familiar to students; (5) the science and language arts represented in the context must fall within a topic of inquiry in the school science and language curricula; (6) the teacher should be able to clearly identify the science concepts and language skills to be taught embedded in the context; and (7) the topic must be appropriate to the level of the students. Examples of useful videotapes, videodiscs, CDs, and Web sites are included. (Contains 20 references.) (AEF)

ED 421 116 IR 018 835

Bauer, Jeffrey W.
Anchored Instruction in Preservice Educational Technology Classes: A Research Project.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Content; Course Evaluation; *Educational Technology; Higher Education; Instructional Design; *Instructional Effectiveness; Instructional Innovation; Learning Activities; Preservice Teacher Education; Student Characteristics; *Student Reaction; Student Surveys; *Teaching Methods
IDENTIFIERS- *Anchored Instruction; Oregon Trail; *Technology Integration

This study examined the effectiveness of the anchored instruction (i.e., using a theme or anchor around which various learning activities take place) approach in preparing preservice teachers to integrate technology. Participants were 48 students enrolled in the three sections of a preservice educational technology class during the summer of 1997. The instructor began by explaining the basic concepts of anchored instruction to the class and then employed the principles of anchored instruction in teaching the class for its entire six-week duration. "Oregon Trail," a popular computer simulation program, was selected as the anchor for the course. During the last session, students were given a 15-item Likert questionnaire that addressed the following questions: (1) "Will students feel that they learned basic technology skills?" (2) "Will students understand why the instructor used an anchored instruction approach?" (3) "Will students feel that they could apply anchored instruction as a technique for technology integration in their own teaching?" and (4) "Will students enjoy participating in the class?" Results indicated that students responded positively to this approach and learned essential technology skills in the process. (AEF)

ED 420 743 CE 076 159

Hartmann, Heidi; Whittaker, Julie
Stall in Women's Real Wage Growth Slows Progress in Closing the Wage Gap. Briefing Paper.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employed Women; Employment Patterns; *Equal Opportunities (Jobs); Futures (of Society); *Income; *Salary Wage Differentials; *Sex Differences; *Wages

Since 1979, the wage gap between women and men has narrowed significantly, falling by more than 10 percent overall. The closing of the wage gap has slowed considerably in the 1990's, however, with women's real wages (adjusted for inflation) stagnating in recent year and men's wages continuing to decline. The lack of growth in both women's and men's wages in the 1990's is especially striking, given that the economy is now enjoying the longest period of sustained growth since the end of World War II. The gap between women's and men's earnings was smallest in 1993 and grew thereafter. When the gap has been closing, about 41 percent is due to an increase in women's wages, whereas 59 percent is due to the fall in men's wages. In the latest years, almost all of any reported gap closing is due to declines in men's wages. Much of the growth of women's wages was fueled by the movement of women into higher-paying occupations; however, that trend may have come to an end. Stronger enforcement of the Equal Employment Opportunity laws and pay equity or comparable worth increases in women-dominated occupations would help to close the wage gap between women and men. (KC)

ED 420 798 CE 076 799

Corson, David, Ed.; Lawton, Stephen B., Ed.

Education and Work. Proceedings of the International Conference Linking Research and Practice (Toronto, Ontario, March 4-6, 1993). Volumes 1-2.

SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).

PUB DATE- 93

NOTE- 162p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Career Education; Community Education; *Education Work Relationship; Educational Strategies; Employer Attitudes; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Lifelong Learning; *Nontraditional Occupations; *On the Job Training; Part Time Employment; *Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; Sex Fairness; Student Attitudes; Teacher Attitudes; *Womens Education

IDENTIFIERS- Japan; New Zealand

These two volumes comprise the proceedings of a conference on links between education and work and the power relationships in the wider culture and in its social order. Each volume begins with a "Foreword" (Ronald C. Morrison), "Preface" (Arthur Kruger), "Introduction" (David Corson), and author notes. Volume I contains seven papers: "Beyond Criticism: Convergence and Conflict in the Organization of Education and Work" (William Taylor); "Education for Prosperity in a Multicultural, Multiracial Society" (Veronica S. Lacey); "The Workplace Challenge: Learning a Living" (Douglas A. Stephens); "Pathways to Science: Career Transitions for Adolescents" (John H. Lewko, Carol Hein); "Facilitating Transition from School to Work in Japan: Why It Works" (Kaori Okano); "Women, Education, and Work in New Zealand: Choices and Chances" (Wanda Korndoerffer); and "Education and Jobs: A Proactive View" (Henry M. Levin). Volume II consists of 10 papers: "Training and Education: Disastrous Solitudes" (Alan M. Thomas); "Education and Work: A Narrow Focus We Cannot Afford" (James L. Turk); "Education for Work: An Educator's View" (Thomas F. Powers); "Work and Education: The Perspective of the Employer" (Kathleen Redmond); "Education and Work: A Graduate's View" (Dianne Hounsome); "Community-Based Education for Career, Work, and Life" (Aryeh Gitterman, Marion Levi, Suzanne Ziegler); "Life Roles, Life Chances, and Career Education: The Equity Imperative" (Avis Glaze); "Women in Nontraditional Occupations: Educational Strategies that Work" (Margaret Schneider); "Part-Time Work: The Underground Passage" (E. Lisbeth Donaldson); and "The Workplace Challenge: Learning a Living" (Douglas A. Stephens). Both volumes conclude with a "Commentary and Synthesis" by Stephen B. Lawton. (YLB)

(parent surveys, student surveys, and information and activities samples) are appended.) (Author/CR)

ED 420 836 CS 013 221

Manietta, Jolene; O'Donnell, Patricia; Polson, Catherine
The Establishment of a Reading Foundation Incorporating Motivational Techniques to Increase Self-Esteem in First and Second Grade Students.
PUB DATE- 98
NOTE- 67p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Critical Thinking; Grade 1; Grade 2; Parent Participation; Primary Education; Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Motivation; Reading Research; *Self Esteem; Transfer of Training
IDENTIFIERS- Illinois (Central)

An action research project stresses the need to incorporate various methods of teaching to develop a firm reading foundation. Self-esteem also plays a crucial role in developing enthusiasm to learn. The targeted population consisted of first and second grade students in clustered classrooms in a growing, middle class community located in central Illinois. Evidence for the existence of the problem includes deficiency of skills evident from standardized testing, teacher documentation, recommendation by a team of educators, assessment that indicate student academic performance, lack of metacognitive skills, and lack of parent support. Analysis of probable cause data revealed the lack of multi-modalities being used within the classroom, deficiency in higher order thinking skills, lack of previous exposure to literature, and lack of active learning resulting in non-transference. Further analysis of overloaded curriculum outcomes and goals puts emphasis on quantity of skills covered rather than quality of methods used to display transference. An examination of possible solution strategies suggested by knowledgeable others, combined with analysis of the problem setting, resulted in a four-step plan to alleviate the problem: examining, analyzing, incorporating, and assessing reading abilities from the targeted groups to form accurate information for further critique. Post intervention data indicated an increase in skills and use of critical thinking skills, an intrinsic motivation for learning, increasing amount of parental involvement, and awareness of self-evaluation. (Contains 27 references, one table, and four figures of data. Appendixes contain survey instruments, and materials related to student portfolios.) (RS)

ED 420 875 CS 216 399

Jones, Donald C.

An End to the Curious Social Construction of "Expressivism" and the Pragmatist Tradition of Peter Elbow.

PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Free Writing; Higher Education; *Language Role; Theory Practice Relationship; *Writing Instruction; *Writing Processes
IDENTIFIERS- Composition Theory; *Elbow (Peter); Expressive Writing; Historical Background; *Pragmatism

Labeling Peter Elbow an "expressivist" is an ironic reduction of his multifaceted thought to a one-dimensional term at a time when postmodernism stresses heteroglossia. This paper outlines the recent history of "expressivism" to demonstrate its curious social construction. The paper then calls for an "end of expressivism," and this end refers not to the elimination of Elbow's writing process theories but to the rejection of this "divisive and misleading term." To replace this reductive label, the paper offers the alternative classification of Elbow as a pragmatist. Yet, this reorientation of Elbow from an "expressivist" to a pragmatist is offered in the paper with the awareness that the one true categorization is not being presented, only, hopefully, a more useful categorization--one that provides contemporary composition more room in which to grow. Includes 7 notes; contains 26 references. (NKA)

ED 420 917 EA 029 130

Sharp, William L.; Walter, James K.; Sharp, Helen M.
Case Studies for School Leaders: Implementing the ISLLC Standards.
PUB DATE- 98
NOTE- 250p.; Foreword by Scott D. Thomson.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Decision Making Skills; Elementary Secondary Education; *Instructional Leadership; Leadership; *Leadership Responsibility; Professional Development; *School Administration; School Community Relationship; *School Supervision

To further this professional development of educational leadership, a collection of 133 case studies that illuminate educational administration are presented. The book is intended to promote the idea that practicing administrators need to be reflective administrators. It includes many different topics that administrators encounter, including other administrators, parents, community groups, students, and school personnel. All the case studies are based on the 96 Performance Objectives that appear in the Standards for School Leaders. The studies are grouped under the six standards developed by the Interstate School Leaders Licensure Consortium (ISLLC); these standards dictate that school administrators should promote the success of all students by facilitating a vision of learning, by developing effective instructional programs, by ensuring an effective learning environment, by collaborating with community members and families, by acting with integrity and fairness, and by understanding the larger context of education. The text should be useful in states that are establishing training academies or leadership-development programs for administrators. The case studies were compiled to help contribute to the reflective, performance-based training that future school leaders will need. (RJM)

ED 420 935 EC 306 497

Williams, Nina; Gonzalez, Virginia
Identification of Giftedness in Preschoolers: Are Parents' Perceptions Related to Home Environment Factors and Cognitive Assessments?
PUB DATE- 98
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Educational Attainment; *Environmental Influences; *Family Environment; Family History; *Gifted; Identification; *Parent Attitudes; *Parent Child Relationship; Predictor Variables; Preschool Children; Preschool Education; Socioeconomic Status

This paper discusses the results of a study that explored the influence of two major external factors on children's potential giftedness before the identification process is initiated. The study involved 13 children (ages 4-6) and investigated parental perceptions of the influence of internal and/or external factors on their child's cognitive development, whether these parental perceptions of the children's cognitive development are predictive of five home environmental factors (socioeconomic status, time parents spend with their child, parents' work hours, parents' educational level, and number of siblings in the home), and whether these same five home environmental factors are predictive of the child's performance on two cognitive development measures. Parents' perceptions about giftedness were present before the children were identified as gifted and were influenced primarily by one home environmental factor: the level of the father's education. Other factors in the home environment also were shown to have a secondary effect on children's cognitive abilities: the mother's work hours, time parents spent with their child, and the number of siblings in the home. The results indicate both indirect and direct relationships among the physical and psychological home environment, the parental perceptions about giftedness, and the child's cognitive abilities. (CR)

ED 420 994 FL 025 318

Adger, Carolyn Temple
Issues and Implications of English Dialects for Teaching English as a Second Language. TESOL Professional Papers #3.

PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Creoles; Curriculum Design; Dialect Studies; *Dialects; Educational Policy; Educational Research; Elementary Secondary Education; *English (Second Language); Language Research; Language Tests; *Language Variation; Literacy; Mutual Intelligibility; Policy Formation; Professional Associations; Second Language Instruction; *Standard Spoken Usage; Teacher Education; Testing
IDENTIFIERS- American Speech Language Hearing Association; National Council of Teachers of English; *World English

The paper discusses some issues that language variation creates for English-as-a-Second-Language (ESL) instruction, identifies research strands relevant to program development, and describes two dialect program exemplars. It also suggests considerations for educational policy formation with respect to dialects. The introductory section gives background information on dialect issues in school programs, the growth of World English, mutual intelligibility of language varieties, vernacular dialects in the United States, and challenges presented for teacher education. The second section outlines research traditions in dialectology, interactional language studies, critical language study, and World English. Concerns in program development are then examined, including language awareness curricula and the teaching of standard English. Finally, the dialect policy statements of two professional associations (National Council of Teachers of English and American Speech-Language-Hearing Association) are presented and discussed briefly, and concerns in formulating dialect policy are considered. Contains 64 references. (MSE)

ED 421 097 IR 018 816

Carlson, Randal D.; Downs, Elizabeth; Repman, Judith; Clark, Kenneth F.

So You Want To Develop Web-Based Instruction--Points to Ponder.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Course Evaluation; *Distance Education; Educational Planning; Educational Resources; Higher Education; *Instructional Design; Instructional Development; *Instructional Effectiveness; Motivation; Online Systems; Student Needs; Teaching Methods; *World Wide Web

The World Wide Web offers significant opportunities for instruction--opening up education to the unserved or underserved, providing new tools to enhance learning and increasing convenience for learners in terms of effective use of place and time. Prior to planning for Web-based instruction, it is imperative that the underlying motivation is explored. Issues to address when planning and developing Web-based instruction include: (1) institutional commitment, including the co-involvement of institutional units and establishing personnel and technology resources; (2) a faculty reward structure; (3) instructional design and development; (4) student issues; (5) scheduling; (6) student management procedures; (7) student support; (8) learning issues and challenges; and (9) marketing. (AEF)

ED 420 762 CE 076 724

ANTA Training Update Seminar Proceedings (Brisbane, Australia, July 10, 1997).
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Apprenticeships; Educational Change; Educational Demand; *Educational Environment; Educational Policy; *Educational Practices; Educational Strategies; *Educational Trends; Entry Workers; Foreign Countries; Group Instruction; *Job Training; Marketing; National Programs; Needs Assessment; Postsecondary Education; Public Policy; Secondary Education; Student Certification; Training Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This document contains the papers and questions submitted at the Australian National Training Authority's 1997 training update seminar, which focused on vocational education and training in schools and in technical and further education (TAFE) institutions across Australia. The following papers are included: "Welcome and Comments" (Stuart Hornery); "A Changing Vocational Education and Training Landscape--Training Market, User Choice, Flexible Delivery, Future Directions for TAFE" (David Kemp); "New Apprenticeships" (Stella Axarlis); "National Training Framework, Training Packages and Australian Recognition Framework" (Mark Paterson); "Panel Questions and Answers," in which the questions submitted to a seminar panel consisting of Bill Mansfield, Stella Axarlis, Mark Paterson, and Terry Moran are presented along with panel members' answers; "The National Strategy for Vocational Education and Training--1998 and Beyond" (Terry Moran); "Vocational Education and Training in Schools" (Chris Eccles); "Group Training" (Chris Eccles); "Entry Level Support Services, Approving Authorities and Marketing of New Apprenticeships" (Tony Greer); and "Seminar Close" (Stuart Hornery). The transparency masters presented by each speaker are included throughout the texts of the papers. (MN)

ED 420 855 CS 013 247

Brandt, Mary; Isaacson, Kristi

Study of Reading Comprehension and Student Enjoyment of Reading as Related to Literature Discussions.

PUB DATE- 98
NOTE- 55p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Childrens Literature; *Discussion (Teaching Technique); Grade 4; *Instructional Effectiveness; Intermediate Grades; *Reading Comprehension; *Reading Improvement; Reading Interests; *Reading Motivation; *Reading Strategies

This report describes a program for increasing reading motivation and comprehension. The targeted population consisted of two heterogeneous groups of fourth grade students who attended a public school located in a northwest suburb of a large metropolitan area. The students' lack of motivation and poor comprehension skills were documented by low reading scores and teacher observations. Analysis of probable cause data revealed that students exhibited a lack of interest in reading and a lack of appropriate reading skills and strategies. Additionally, changing demographics in the community contributed to the problem. A review of published solution strategies combined with an analysis of the problem setting resulted in the selection of literature discussions to be implemented as an ongoing instructional strategy before, during, and after reading. Post intervention data indicated an increase in student motivation to read and improved comprehension. (Contains 20 references, 1 table, and 16 figures of data. Appendixes contain survey instruments and a reading inventory.) (Author/RS)

ED 420 896 EA 028 758

Working towards Excellence: Results from Schools Implementing New American Schools Designs.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Change Strategies; *Curriculum Design; Design; Educational Change; *Educational Innovation; Elementary Secondary Education; Models; *Systems Approach
IDENTIFIERS- *New American Schools

This report presents eight different approaches adapted by schools to dramatically raise student achievement. The schools combine comprehensive, whole-school change with systems-level restructuring to help a large proportion of schools around the country achieve excellence. The eight programs include (1) ATLAS (Authentic Teaching, Learning, and Assessment for all Students) Communities, which use pathways that serve as feeder patterns of schools serving students from prekindergarten to grade 12; (2) Purpose-Centered Education, which focuses all student learning on a complex and meaningful "purpose"; (3) Co-NECT schools, which provide a comprehensive, technology-supported framework for school restructuring; (4) Expeditionary Learning Outward Bound, which focuses on "learning expeditions" developed by teachers in each school; (5) the Los Angeles Learning Centers, a comprehensive kindergarten-through-12 model organized around curriculum, learning supports, and management; (6) Modern Red Schoolhouse, which encourages teachers to identify and nurture each child's potential; (7) the National Alliance for Restructuring Education, a partnership of states, school districts, and national organizations; and (8) Roots and Wings, a comprehensive restructuring program for elementary schools. (RJM)

ED 421 017   FL 025 353

Lucas, Tamara
Into, through, and beyond Secondary School: Critical Transitions for Immigrant Youths. Topics in Immigrant Education 1.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 97
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; Access to Information; *Acculturation; Agency Cooperation; Change Strategies; Educational Change; Elementary Secondary Education; *Immigrants; Interpersonal Relationship; *Postsecondary Education; *Secondary Education; *Social Integration; Success

Besides the difficult personal transitions involved in growth from childhood to adulthood, immigrant adolescents face difficult transitions to school as well, as they move from their native cultures to the U.S. culture, through the structures and gateposts of secondary school, and into higher education and work. This book discusses four specific principles that can be applied by secondary school staff to facilitate these reconceptualizations and promote students' transitions are proposed: (1) cultivating organizational relationships with and among health and social service agencies, community-based organizations, and higher education institutions; (2) providing access to information, about U.S. schools and culture, available resources and support services, workplaces and career preparation, and higher education; (3) cultivating human relationships, between immigrant students and adults, between students, among school staff, and between educators and families; and (4) providing multiple and flexible pathways into U.S. schooling and culture, into the mainstream, and beyond secondary school. With discussion of each of the principles, a list of questions is offered for school staff to ask in establishing practices based on the principle. (Contains 106 references and a list of related or useful organizations and programs.) (MSE)

ED 420 955 EC 306 521

Baxt, Virginia P.
Educators Have Little Voice in the Texas Inclusion Policy for Children with Disabilities.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; Agenda Setting; Case Studies; *Disabilities; Elementary Secondary Education; *Inclusive Schools; Lobbying; Models; Policy Formation; *Political Influences; *Political Power; *Politics of Education; State Legislation; *Teacher Role
IDENTIFIERS- *Texas

This paper explores the education policy adoption process in the Texas legislature and role of professional educators in influencing critical decisions relating to the inclusion of students with disabilities in general education classes. This case study traced the wielders of power, power interactions, the actors and sources of their power, and the role of professional educators. Results indicate that the movement to change the special education model was led by strong inclusion lobbyists, not by educators. Recommendations are provided to increase the effectiveness of educators in the legislature, such as: (1) education leaders should make an effort to create a new image of themselves as a united group with a common focus on quality education and a cooperative approach; (2) educators may need to step out of protected and comfortable, but removed, roles as keepers of the chalice of higher education in order to improve their overall leadership effectiveness; (3) education leaders should provide legislators with a responsive and balanced source of reliable information regarding legislative concerns about complex, urgent, and controversial education issues; and (4) professional educators may need to make policy analysis and policy influence integral parts of their roles as education leaders. (Contains 13 references.) (CR)

ED 420 975 EC 306 549

Special Education Technology Specialist. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 96

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Higher Education; Minimum Competencies; *Occupational Information; Personality Traits; *Special Education; Specialists; Staff Role; Teamwork

Designed for high school students interested in careers in special education and related services, this guide outlines the role of the special education technology specialist. It addresses the nature of the work, the education required, personal qualities that technology specialists should have, job outlook and advancement, and how to prepare for a career as a technology specialist. Technology specialists are described as working as part of a team to evaluate students with disabilities and to help them become more productive and independent. A technology specialist can provide telephone and classroom technology support, assistive technology training, recommendations for software, suggestions for specific devices or equipment, and assistance in accommodating the limitations of students with disabilities. Because technology specialists are highly trained in computer skills, they are often the school's on-call expert for all special education classes. Some states require a teaching license to be employed as a technology specialist, but others do not. Technology specialists are described as resourceful, persistent, patient, and creative problem-solvers. A profile of a technology specialist is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 058 HE 031 402

Zyniewicz, Matthew, Ed.; Aleshire, Daniel, Ed.
Fact Book on Theological Education for the Academic Year 1997-98.
PUB DATE- 98
NOTE- 127p.; For the previous edition, see ED 411 759.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Church Related Colleges; College Faculty; Data Collection; Degrees (Academic); *Educational Finance; *Enrollment Trends; Ethnic Groups; Higher Education; *Institutional Characteristics; Private Education; Private Financial Support; Religious Organizations; Student Costs; Tables (Data); Teacher Salaries; *Theological Education; Trend Analysis

This annual compilation of data is based on information received from the 229 member schools of the Association of Theological Schools in the United States and Canada. The membership consists of Protestant, Roman Catholic, and Orthodox theological schools, both university-related divinity schools and free-standing seminaries. Introductory information explains the full-time equivalency computation, racial/ethnic categories, and comparison of data over time. Extensive tables and figures provide data for the following areas: (1) institutional characteristics such as accreditation status, church affiliation, yearly expenditures, number of faculty, and student enrollment; (2) enrollment, including breakdowns by degree, race or ethnic group, and gender; (3) composition of faculty and personnel compensation, including data for race/ethnicity, rank, and gender; (4) finances, including data on tuition and fees and expenditures per student; and (5) development, which includes data on donations and gifts. Appended is a list of denominational codes. (DB)

ED 421 078 IR 018 797

Abate, Ronald J.
The Math, Science, & Manufacturing Collaborative.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Cooperative Programs; *Curriculum Development; *Engineering; Higher Education; Inservice Teacher Education; Mathematics Education; Problem Solving; Professional Development; Science Education; Secondary Education; *Secondary School Science; Workshops
IDENTIFIERS- Cleveland State University OH

The concept of a collaborative math and science project grew out of the need expressed by Cleveland State University (Ohio) engineering faculty and junior and senior high school teachers. These groups sought to provide students with connections to "real world" situations that they will face as they transition into the workplace of the future. The underlying assumptions of the collaboration are that secondary teachers' understanding of engineering concepts will be enhanced by engaging in engineering problem solving and that the teachers will then incorporate lessons learned from the experiences into their classroom teaching. The goals for the project were to: (1) improve the quality of instruction provided to students; (2) better prepare in-service teachers; (3) increase understanding of educational barriers to curricular change; (4) facilitate the exchange of information; and (5) foster the mutual respect between secondary school teachers and college/university faculty. Project activities included awareness sessions; a model curriculum workshop; a summer industry experience for teachers with faculty in which curriculum materials were developed; a follow-up team teaching experience for teacher/faculty teams; and development of a monograph describing the project. This paper discusses the awareness sessions, instructional workshops, and summer industry work experiences. Ideas for the project future are also outlined. (AEF)

ED 421 117 IR 018 836

Leigh, Patricia Randolph
Teaching 'How To' Technologies in Context.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audio Equipment; Computer Uses in Education; Educational Technology; *Experiential Learning; Higher Education; *Instructional Effectiveness; Instructional Innovation; Introductory Courses; Laboratory Training; *Learning Activities; Photographic Equipment; Student Developed Materials; *Student Projects; Teaching Methods; Video Equipment
IDENTIFIERS- Iowa State University; Learning Environment; *Video Production

The introductory instructional technology course at Iowa State University is a survey course covering various technologies. In this case, the instructor chose to create a situated learning environment using low-technology everyday surroundings to teach the fundamentals of photographic and video production, linking the photography, audio, and video laboratory exercises together into a cohesive laboratory project anchored in the campus environment. Small groups of students worked together learning to operate 35mm single lens cameras, video recorders, video presentation equipment (Elmos), video editing stations, video dubbing equipment, and audio equipment. The product from one laboratory exercise fed into subsequent exercises. From the instructor's perspective, the success of teaching various technologies in context was determined by how well the students adapted the photographic and video techniques used in the laboratory assignments to create their graded video projects. All of the projects were evaluated very highly in that the video scripts and tapes met or exceeded expectations. During the production process, the student groups exhibited a high

level of enthusiasm for and commitment to the projects. (AEF)

ED 420 744 CE 076 508

Mott, Vivian Wilson
Warning: Dates on the Calendar Are Closer Than They Appear. 21st Century Challenges for Adult Educators.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Adult Educators; *Continuing Education; Economic Change; *Educational Environment; *Educational Needs; Educational Trends; Employment Patterns; Futures (of Society); Influences; Needs Assessment; Population Trends; Social Change; *Teacher Role; Technological Advancement; Trend Analysis
IDENTIFIERS- Information Society

In October 1996, adult educators from throughout the world gathered in Charlotte, North Caroline, for the annual conference of the American Association for Adult and Continuing Education. The following challenges were identified as the four megachallenges facing adult education and adult educators at the dawning of the 21st century: advancing technology and its impact on curriculum and instruction; the associated shift to an information and service economy in an increasing global marketplace; shifting demographics in the workplace and classroom; and the growing instability of sociocultural and political structures throughout the world. The four challenges became the subject of extended conversation that focused primarily on the complex factors underlying each challenge. It was concluded that adult educators can help their students adapt to rapid technological advancement and the shift to an information-based economy by fostering reflective and critical thinking, facilitating learning how to learn skills, and increasing opportunities for equal and meaningful discourse in the learning environment. It was further concluded that, in response to recent demographic shifts, adult educators must increase their sensitivities to all learners, foster appreciation for diversity, and work to empower learners to help prepare them to meet the challenges that lie ahead. (MN)

ED 420 781 CE 076 746

Golding, Barry; Volkoff, Veronica; Ferrier, Fran; Marshall, Joyce; McGrath, Sue
Stocktake of Equity Reports and Literature in Vocational Education and Training.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Adult Education; Disabilities; Educational Research; *Educationally Disadvantaged; *Equal Education; Females; Foreign Countries; Indigenous Populations; Job Training; Literature Reviews; Non English Speaking; Outcomes of Education; *Participation; Postsecondary Education; Rural Population; Secondary Education; *Vocational Education; Womens Education
IDENTIFIERS- *Australia; Australia (Torres Strait)

This report provides an informed "snapshot," based on recent literature, of barriers to vocational education and training (VET) for target groups and an annotated bibliography of recent reports. Part A is a "solutions-oriented" overview of most VET-related equity research and reports since 1990. It discusses Australian National Training Authority access and equity principles and key equity target groups and defines terms. Part A then presents a brief assessment of barriers to access, participation, and outcomes for five target groups: women; Aboriginal and Torres Strait people; people with a disability; people from a non-English speaking background; and residents in rural and remote communities. Each analysis includes the following: an introduction (snapshot of the group's situation, definition of the group, demographics); barriers limiting access and participation and outcomes; and strategies and policies for improvement of access and participation and outcomes. Key findings, common barriers, and strategies and policies precede a list of 76 references. Part B consists of summaries of selected literature and reports on equity. Summaries are categorized by the five target groups. A general equity category includes reports that cover equity issues more broadly. Each summary has these components: title, publication details, synopsis, information on whether the report has an implementation/program or research/policy focus, key concerns, and key findings/recommendations. (YLB)

ED 420 816 CE 076 838

Graduation, Reality, and Dual-Role Skills (GRADS). Occupational Competency Analysis Profile.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 24p.; For other profiles in this series, see CE 076 830-837.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; *Competence; Competency Based Education; Dropout Prevention; Employment Potential; Entry Workers; Job Analysis; Job Skills; *Parenthood Education; *Parenting Skills; Pregnancy; *Pregnant Students; Prenatal Care; Secondary Education; Unwed Mothers
IDENTIFIERS- DACUM Process; *Graduation Reality and Dual Role Skills Program; Occupational Competency Analysis Profile; Ohio

GRADS (Graduation, Reality, and Dual-Role Skills) is an in-school instructional and intervention program for pregnant teens and young parents. Its objectives are to help these students remain in school through graduation, have healthy pregnancies and healthy babies, learn practical parenting and child-development skills, gain an orientation to work, set goals toward balancing work and family, and reduce subsequent pregnancies. This Occupational Competency Analysis Profile (OCAP) lists the competencies GRADS students need to achieve to meet the program objectives. The competency list is organized in two types of units. Unit 0 covers 4 process skills that are considered essential to competence in work and family life and that cut across all the content areas in units 1-9: managing work and family responsibilities; applying the problem-solving process; relating to others in positive ways; and assuming leadership roles in family and society. Units 1-9 reflect the content areas most critical for the skill development of pregnant or parenting teens: (1) self-formation; (2) pregnancy, wellness, and prenatal care; (3) postpartum and neonatal care; (4) parenting; (5) enhancing child development; (6) creation of a healthy, safe environment; (7) relationships and social support systems; (8) economic independence; and (9) employability. A list of the members of the verification panels is included in the guide. (KC)

ED 420 876 CS 216 401

Mills, Margaret; Stevens, Patricia

Improving Writing and Problem Solving Skills of Middle School Students.

PUB DATE- 98
NOTE- 52p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight. Some of the materials in the appendixes may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; Classroom Techniques; Evaluation Methods; Grade 6; Grade 7; Instructional Improvement; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; *Problem Solving; Self Esteem; *Student Motivation; *Writing Improvement; Writing Instruction; *Writing Skills
IDENTIFIERS- *Middle School Students

A program was implemented for increasing writing and problem solving skills to increase educational achievement. The targeted populations consisted of sixth and seventh grade students from two growing middle class suburban communities located in the Midwest. The problems of inadequate writing and problem solving skills were documented through data which included parent surveys, teacher observations, and assessments which indicate academic performance. Analysis of probable cause data revealed that teachers reported a lack of emphasis on various learning styles in instruction and assessment methods. Writing and problem solving skills appeared to be affected by insufficient motivation, relevance, and the teaching of basic content in isolation. A review of solution strategies suggested by others, combined with an analysis of the problem setting, resulted in the selection of an intervention consisting of four components: developing materials that foster student interest, learning activities that address various learning styles, curriculum units reflecting these decisions, and creating and implementing relevant assessments. The content focus was on problem solving and writing skills. Following the intervention, students' problem solving and writing skills increased as well as their self-confidence and motivation. These resulted from a combination of material, curricular, and assessment modifications. (Contains 2 figures, 7 tables of data, and 34 references; appendixes contain student surveys about writing and problem solving, teacher interviews about student writing and problem solving, a language arts pretest, the language arts rubric, a mathematics pretest, a language arts posttest, and a mathematics posttest.) (Author/CR)

ED 420 897 EA 028 962

Lashway, Larry
Creating a Learning Organization. ERIC Digest, Number 121.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Change Strategies; Educational Environment; Educational Innovation; Elementary Secondary Education; Faculty Development; *Lifelong Learning; Organizational Objectives; *Professional Development; *Teacher Education
IDENTIFIERS- ERIC Digests; *Learning Communities; *Learning Organizations

According to some theorists, schools that dedicate themselves to systematic, collaborative problem-solving can continually develop and implement new ideas -- becoming what is called learning organizations. Ways in which schools accomplish this transformation are discussed. Although many researchers have failed to find schools that actually become learning organizations, some investigators have begun to identify schools in which entire faculties have gained proficiency in new forms of instruction. The research has shown how schools that focused on several models of teaching, using a strong research base that included cooperative learning, concept-attainment, and synectics, were able to elevate staff learning, motivated in part by data that reveal their level of success or failure. Some studies have also pointed to changes in the workplace as a key to successful organizational learning, documenting the importance of schools providing time for teachers to reflect together. But most important is the degree to which principals and superintendents can envision themselves as "learning leaders," thereby allowing learning to become a collaborative, goal-oriented task and their organizations to be viewed as learning communities, for faculty as well as for students. (RJM)

ED 420 918 EA 029 133

Goals 2000: Reforming Education To Improve Student Achievement.
Report to Congress.

PUB DATE- 98
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; Change Strategies; *Educational Change; *Educational Improvement; Educational Legislation; Elementary Secondary Education; Standards
IDENTIFIERS- *Goals 2000

The Goals 2000: Educate America Act, which became law in 1994 and was amended in 1996, emphasizes student learning through a long-term, broad-based effort to promote coherent and coordinated improvements in education. A report of this act's influence on education is presented here. The text provides a history of Goals 2000, including the legislation, the amendments, and the state planning that went into the act. It outlines the strategic role of Goals 2000, focusing on state-level support for reform, sustaining the reform effort, and supplementing ongoing reform. How the act emphasizes standards-based reform and presents content and performance standards are described, along with accountability for improvement, assessment, student performance, accountability, teacher preparation, community and parental involvement, and coordinated change. How the Goals were formulated to serve all children and how they are being maintained are discussed, as are coordination efforts, professional development and preservice education, assessment details, the use of data and research, and sustaining the momentum. Three appendices offer information on funding allocation, the Education Flexibility Demonstration Program, and parent information and resource centers. It is claimed that 47 states plus the District of Columbia and Puerto Rico now have comprehensive Goals 2000 plans for education reform and that all states are developing systems that hold districts and schools accountable for student performance. "Goals 2000 Funding Allocation," "Education Flexibility Demonstration Program (Ed-Flex)," and "Parent Information and Resource Centers" are appended. (RJM)

ED 420 936 EC 306 499

Tirri, Kirsi A.; Tallent-Runnels, Mary K.; Adams, Aida Medina
Cross-Cultural Study of Teachers' Attitudes toward Gifted Children and Programs for Gifted Children.
PUB DATE- 98
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association, (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acceleration (Education); *Cross Cultural Studies; Cultural Differences; Elementary Secondary Education; Enrichment Activities; Equal Education; Foreign Countries; *Gifted; *Special Classes; *Special Education Teachers; *Special Programs; Student Placement; Student Teachers; *Teacher Attitudes; Teacher Surveys
IDENTIFIERS- *Finland

A study compared the attitudes of 91 regular teachers, 124 second year pre-service teachers, and 91 gifted program teachers from Finland and the United States toward gifted children and gifted programs. Results indicated significant differences between cultures and among teacher types. American teachers were more favorable toward special services for gifted children and they acknowledged the differences between the children in schools. The American teachers also advocated acceleration and special classes to meet the needs of gifted children, while Finnish teachers were more reserved in their attitudes toward special classes. Finnish teachers were more concerned about the negative consequences of special programs for the gifted, more worried about the future effects of such arrangements, and more concerned about issues concerning equality in gifted education; however, Finnish teachers were also more concerned about gifted students dropping out unless special program were available. Gifted program teachers and regular classroom teachers were more supportive of enrichment alternatives, and acknowledged the special needs of the gifted and the advantages of being gifted more than the pre-service teachers; however, pre-service teachers favored acceleration and special classes for the gifted more than the others. Appendixes contain the assessment instruments and results. (Contains 5 tables, 13 figures, and 24 references.) (CR)

ED 420 995 FL 025 319

McGroarty, Mary
Partnerships with Linguistic Minority Communities. TESOL Professional Papers #4.
PUB DATE- 98
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Family School Relationship; *Language Minorities; *Minority Groups; *School Community Relationship; Second Language Instruction

A discussion of school partnerships with linguistic minority communities (1) contextualizes and defines such partnerships, (2) notes the typical obstacles that prevent educators and communities from developing partnerships successfully, (3) highlights promising evolving practices associated with effective partnerships, (4) recommends future courses of action, and (5) provides a list of resource materials on partnerships. Obstacles affecting most school-home-community partnerships and more specifically, partnerships with language minority communities include both school- and educational system-based factors and family/community factors. Promising practices in developing partnerships include teacher- and classroom-based efforts, school- or district-level efforts, community-based efforts (businesses and labor organizations), and some contributions of teacher education institutions and educational associations. Contains 149 references, 9 toll-free and on-line information sources, and a list of 38 researchers, scholars, and practitioners with expertise in forming school-home-community partnerships. (MSE)

ED 421 039 HE 031 381

The Condition of Higher Education in New Mexico: Spring 1998.

PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Degrees (Academic); Educational Finance; *Educational Trends; Ethnic Groups; Expenditures; *Government School Relationship; *Higher Education; Income; Minority Groups; *State Aid; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Trend Analysis; Tuition
IDENTIFIERS- *New Mexico

This annual report summarizes the condition of higher education in New Mexico based on January 1, 1998, data. Highlights from the overview section note the following: (1) More than 100,000 students were enrolled in New Mexico public colleges and universities, with fall 1997 enrollments virtually unchanged from fall 1996; (2)continuing a trend, the ethnic distribution of students shifted slightly toward fewer white/Anglo students and more Hispanic students; (3) women continued to increase their representation among degree recipients; (4) there has also been an increase in the number of degree recipients among students from historically under-represented ethnic groups, most notably among Hispanic bachelor's degree recipients; (5) however, overall degree completion rates remain below desired levels, especially for American Indian and black students; (6) tuition and fees account for considerably different percentages of total revenue across the 25 public institutions; (7) students received more than $200 million in public financial aid, 87 percent from federal and 13 percent from state sources; and (8) concerning funding of postsecondary education, the report notes an average increase of 1 percent in instruction-and-general expenditures budgeted per student. Sections following the overview include extensive data tables. Also included is information on the New Mexico Commission on Higher Education. An appendix provides coding keys. (DB)

ED 421 098 IR 018 817

Pan, Alex C.
Optimize the Web for Better Instruction.

PUB DATE- 98
NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Development; Educational Planning; Electronic Publishing; Higher Education; Information Retrieval; *Instructional Design; *Instructional Development; Instructional Materials; Learning Activities; Strategic Planning; Student Participation; Teaching Methods; *World Wide Web
IDENTIFIERS- Home Pages; *Technology Integration; Web Sites

Integration of the World Wide Web in instruction involves finding and retrieving resources on the Web, communicating, developing teaching and learning activities using the Web, and publishing on it. Related issues and concerns include: (1) finding sufficient time and developing good plans are critical for Web integration; (2) students' involvement is the key to the success of Web implementation; (3) useful Web resources are hard to come by; (4) the Web should not be used solely for disseminating course materials; (5) access to the Web is essential for curriculum integration; (6) schools should create a policy for proper use of the Web; and (7) design a Web page with a good purpose. Suggestions for optimizing the Web for effective instruction include to plan Web-based learning activities ahead of time; relate Web resources with learning contents and develop instructional activities on the Web; watch for proper use of Web resources; conduct formative and summative evaluation on students' performances; encourage communication via collaboration and cooperation; have students keep a log about what they have experienced to increase efficiency and effectiveness for Web exploration; and consider the needs of the audience when organizing and publishing Web pages. (AEF)

ED 420 763 CE 076 725

An Approach to Achieving Access and Equity in Vocational Education and Training: Issues Paper.

PUB DATE- 96

NOTE- 43p.; Issues Paper for Consultation Seminars April/May 1996.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Education; Adult Literacy; Disabilities; *Educational Needs; Educational Policy; Educationally Disadvantaged; *Equal Education; Foreign Countries; Illiteracy; *Indigenous Populations; Needs Assessment; Non English Speaking; Policy Formation; Postsecondary Education; *Public Policy; Rural Areas; Rural Education; Secondary Education; Unemployment; *Vocational Education; Womens Education

IDENTIFIERS- *TAFE (Australia)

Australia's first national strategy for vocational education and training (VET), "Towards a Skilled Australia," was formulated in 1994. Within the theme of improved accessibility, the strategy identifies the following groups as disadvantaged in VET: women, Aboriginal and Torres Strait Islander people, disabled people, people of a non-English speaking background, people in remote and rural areas, people without adequate English language and literacy levels, and unemployed people. It was determined that the national strategy would be redeveloped in 1996 to allow for developments in VET and the following issues: progress to date in access and equity; emerging issues and populations; key features of the national VET system; existing VET planning processes; standards and curriculum; delivery; information and communication; student support; cultural shifts; successful ventures; and future strategies. Fifty questions pertaining to these issues have been identified that will be considered at Australia-wide consultations designed to refine those provisions of Australia's national strategy for VET that are related to access and equity and improve access and equity for those groups identified as educationally disadvantaged. (Appended are key findings of a baseline VET participation analysis and a summary of progress on relevant measures contained in Australia's 1994 national strategy.) (MN)

ED 420 799 CE 076 801

CHOICE. Career Help at Overbrook for Individuals Who Choose Employment. School-to-Work Outreach Project 1998 Exemplary Model/Practice/Strategy.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Demonstration Programs; *Education Work Relationship; Hearing Impairments; Higher Education; Mental Retardation; *Partnerships in Education; Physical Disabilities; *School Business Relationship; Secondary Education; *Visual Impairments; Work Experience; *Work Experience Programs

CHOICE (Career Help at Overbrook for Individuals Who Choose Employment) has been identified as an exemplary school-to-work program that includes students with disabilities. This program at Overbrook School for the Blind in Philadelphia serves students with a primary disability of blindness or severe visual impairment. Many have additional disabilities including mental retardation, cognitive and physical disabilities, and hearing impairments. Students aged 16-21 from Overbrook, area public schools, and college students are authorized by local vocational rehabilitation agencies to participate. The program provides students paid summer work experience to sharpen the vocational skills they acquire during the regular school year. The program has three components: individual student assessment, selective job development, and job support services. CHOICE has the three basic elements of school-to-work: school-based learning, work-based learning, and connecting activities. Overbrook teaching staff serve as job developers and trainers to gain a first-hand look at the importance of developing vocational competencies. Critical to CHOICE's success is the collaboration that has been developed and maintained with a variety of employers. Every student is assisted by a job coach who helps the student get acclimated to the job and regularly visits the work site to observe the student's progress. During the job development and job support phases, students and job coaches conduct sensitivity training to educate employers about visual disabilities. (YLB)

ED 420 837 CS 013 226

Cullum, Linda
Encouraging the Reluctant Reader: Using a Think-Aloud Protocol To Discover Strategies for Reading Success.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Grade 5; Intermediate Grades; *Protocol Analysis; *Reading Comprehension; *Reading Improvement; Reading Instruction; *Reading Motivation; *Reading Processes; Reading Research; *Reading Strategies
IDENTIFIERS- Meaning Construction; *Reluctant Readers; Text Factors

A study examined the reading strategies of a "reluctant reader," a bright and accomplished fifth grader whose achievements had not as yet included a love of reading or very good comprehension skills. Subject of the study, a female, was an excellent student at a private school where whole language, reading and writing groups, and individualized reading are stressed. A read-aloud, think-aloud protocol was used to determine which of the student's reading processes were serving her well and which were in need of development. Results indicated that her lack of involvement with the text and ignoring of grammatical clues led to her inability to fully comprehend the meaning of the text. Findings suggest, after some practice with the protocol, the student progressed toward increased confidence in her own meaning-making capabilities and took more pleasure in reading. (Contains 8 references.) (CR)

ED 420 856 CS 013 248

Medrano, Christina; Zych, Kathleen

Improving Student Spelling Performance through the Use of Effective Teaching Strategies.

PUB DATE- 98
NOTE- 84p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Grade 1; Grade 2; *Instructional Effectiveness; Primary Education; *Spelling; *Spelling Instruction; Teaching Methods; Transfer of Training
IDENTIFIERS- Spelling Growth

This paper describes a program for instilling spelling strategies to increase spelling transfer across the curriculum. The targeted population consisted of first and second grade students in two middle-class communities located in the western suburbs of a large metropolitan area. The problems of students lacking spelling strategies and their inability to transfer their knowledge of spelling skills were documented through data revealing the large amount of students whose daily spelling is poor, despite appropriate achievement on spelling tests. Analysis of probable cause data revealed that traditional spelling programs placed little emphasis on spelling proficiency across the curriculum. Additionally, data indicated a lack of teacher's knowledge of effective spelling instruction, and the students' lack of skills and strategies. A review of solution strategies combined with an analysis of the problem setting resulted in the selection of two major categories of intervention: the implementation of effective spelling strategy instruction; and the implementation of activities to promote spelling transfer in daily writing. Post intervention data indicated an increase in students' use of effective spelling strategies and ability to transfer their knowledge of spelling skills into daily writing. (Contains 33 references and 6 tables of data. Appendixes contain tests, survey instruments, worksheets, checklists, and writing samples.) (Author/RS)

ED 420 956 EC 306 522

Lash, Marilyn; Kahn, Paul; Wolcott, Gary
When Your Teenager Is Injured: Preparing for Work and Adulthood.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Career Exploration; *Civil Rights; Employment; *Employment Interviews; High School Students; High Schools; *Individualized Education Programs; Job Application; *Job Search Methods; *Physical Disabilities; Resumes (Personal); Transitional Programs; Work Experience
IDENTIFIERS- Americans with Disabilities Act 1990

Designed for parents of students with physical injuries, this guide provides information to help families plan for the transition from adolescence to adulthood. Chapter 1 discusses shifting goals and expectations, including getting work experience, having friends and dating, and becoming independent. Chapter 2 addresses job exploration and planning for the future. This chapter outlines possible transition goals for high school students, what should be included in Individualized Education Programs (IEP), and stresses the need for the students and parents to take an active role in the job exploration and planning process. Tips are provided for participating in the IEP team meetings. Chapters 3 and 4 explore getting a job, barriers for people with disabilities, and employment rights included under the Americans with Disabilities Act. Chapter 5 provides suggestions for securing competitive employment, sample application letters and resumes, and steps for preparing for a job interview. Chapter 6 discusses how to evaluate job qualifications and questions employers may ask. The final two chapters describe how to build a network of adult services to meet employment and training, housing, and financial assistance needs. Each chapter includes real-life experiences of individuals with disabilities. (CR)

ED 421 018 FL 025 354

Gonzalez, Josue M.; Darling-Hammond, Linda
New Concepts for New Challenges: Professional Development for
  Teachers of Immigrant Youth. Topics in Immigrant Education 2.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Collegiality; Cooperation; Curriculum Design;
  Curriculum Development; Educational Innovation; Educational
  Strategies; Elementary Secondary Education; Higher Education;
  *Immigrants; *Inservice Teacher Education; Peer Relationship;
  *Preservice Teacher Education; Professional Development;
  Program Descriptions; *Student Needs; *Teacher Education
  Curriculum
IDENTIFIERS- California; Maryland; Minnesota; New York

This book discusses the challenges to developing a teaching force that is competent to work with immigrant students, arguing that professional development should be re-thought and teacher educators should move far beyond traditional inservice and teacher training. A framework is developed for considering what teachers of immigrant youth need to understand about their students, what kinds of professional development experiences are likely to facilitate those understandings, and what kinds of teacher education programs and school settings are able to support their ongoing learning. It is argued that professional development should occur during preservice education, during induction, when teachers are adjusting to being part of the school staff, and throughout teachers' careers. Promising new structures and practices for professional development are described, focusing on those that promote community, collegiality, and collaboration. Innovative approaches to preservice and inservice professional development in California, Maryland, Minnesota, and New York are profiled. (Contains 55 references.) (MSE)

ED 421 079 IR 018 798

Topper, Andrew

Technology Guides for Teacher Education at MSU.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Assisted Instruction; *Computer Literacy; Cooperative Programs; *Educational Technology; Faculty Development; Higher Education; *Inservice Teacher Education; *Instructional Development; Mentors; Program Development; Teaching Methods
IDENTIFIERS- Michigan State University; *Technology Integration

A new approach is being tested at Michigan State University (MSU) to support technology integration within the teacher education (TE) program. A group of technology guides are supporting instructors who are teaching common courses in the teacher preparation program. This change in focus from supporting TE undergraduate students to supporting TE instructors represents an important change in philosophy with regard to plans to prepare future teachers for adaptive and pedagogical uses of technology. Technology guides provide a variety of services, including technology workshops, one-on-one instructor consulting, establishing World Wide Web-based resources, setting up and moderating discussion lists, publishing newsletters, and showcasing exemplary uses of technology within the college. The technology guides work with TE instructors to determine how ongoing technology research projects might be helpful for prospective teachers. They help ensure that graduates of the MSU TE program have satisfied state requirements for technology proficiency and support instructor use of technology in their regular teaching practices. When TE instructors work collaboratively with technology guides, results can be impressive and lead to learning on the part of both instructor and guide. (AEF)

ED 420 745 CE 076 569

Dhanarajan, Gajaraj
Delivery of Training Programs: Changing Design.
PUB DATE- 98
NOTE- 18p.; Paper presented at "Vocational Education in the Asia-Pacific Region," UNESCO-UNEVOC International Conference (Adelaide, Australia, March 25-27, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Delivery Systems; Distance Education; *Educational Change; *Educational Needs; Educational Principles; *Educational Technology; Educational Trends; Foreign Countries; *Job Training; Needs Assessment; Open Education; Postsecondary Education; Program Design; Secondary Education; Training Methods; Trend Analysis; *Vocational Education

This paper explains how worldwide economic, social, and technological changes are necessitating changes in the way vocational education is delivered. Vocational programs are encountering a whole new range of clients, including the following: people who are functionally illiterate, physically challenged, or long-term unemployed; out-of-work youth; women and girls; refugees and immigrants; and nonnationals. Technology must play a greater role in the delivery of vocational education for many reasons: short supply of teaching talent; worldwide unmet demand for training; changing patterns of learning; increasing need for just-in-time training as the pace of change in the workplace continues to accelerate; information explosion; and ever-changing nature of learning technologies. Moreover, advances in communication have made distance education more feasible than ever and enabled small, specialized providers of educational services to compete with large providers and offer their services globally. Individuals responsible for planning the delivery of vocational education must face six challenges: reorient teachers and pedagogy; change the nature and structure of teaching organizations; remove the "time-driven" element from today's educational institutions; overcome faculty fears regarding their changing roles; develop appropriate curricula; and increase learners' access to technology. Perhaps the biggest challenge is to create pedagogies of learning within which modes of delivery will contribute to effective learning. (MN)

ED 420 976 EC 306 550

Paraeducator. Careers in Special Education and Related Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Inclusive Schools; Minimum Competencies; *Occupational Information; *Paraprofessional School Personnel; Personality Traits; Regular and Special Education Relationship; *Special Education; *Staff Role

Designed for high school students interested in careers in special education and related services, this leaflet outlines the role of the paraeducator. It addresses the nature of the work, the education required, personal qualities that paraeducators should have, job outlook and advancement, how to prepare for a career as a paraeducator, and related careers. Paraeducators are described as key classroom support personnel who assist the classroom teacher in small group and instructional lessons. Paraeducators are often called upon to deliver the lessons, grade homework and standardized tests, participate in classroom activities, and generally support students and teachers. Paraeducators are frequently assigned to general education teachers who have inclusive classrooms. Some states have certification procedures for paraeducators, but most do not. Much of the training that paraeducators receive is done on the job by teachers and other paraeducators. Paraeducators are described as enjoying children and willing to assist and support the teacher in creating a healthy learning environment. The demand for other paraprofessionals in physical therapy, speech-language pathology, and occupational therapy is highlighted, and a profile of a technology specialist is provided to illustrate the challenges and benefits of the job. (CR)

Report on the Future of Higher Education in New Mexico. Report of the New Mexico Roundtable.

PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Futures (of Society); *Higher Education; *Long Range Planning; Policy Formation; State Aid; State Programs; *Statewide Planning
IDENTIFIERS- *New Mexico

This report presents the conclusion of about 50 leaders in government, business, and education who met to consider the status and future of higher education in New Mexico. Following an executive summary, individual sections of the report address the following categories: the process of the roundtable; the current status of higher education in New Mexico (organization, governance, consumers, faculty, staff, and costs); evaluation of higher education's performance (identification of key challenges); and statewide goals for New Mexico that focus on workforce development, improvement of the standard and quality of living, improvement in educational attainment, and global competitiveness. Also defined are eight pillars for policy/program development upon which these goals rest: (1) an explicit client-centered policy framework; (2) clear state-level policy priorities with ongoing assessment; (3) funding linked to policy priorities; (4) strategies to utilize technology effectively; (5) active partnerships with business, government, and national laboratories; (6) effective long-range planning and accountability; (7) efficient and effective use of public resources; and (8) active partnerships among public schools, colleges, and universities. An appendix summarizes the history of public higher education in New Mexico, lists private and tribal educational institutions, and outlines roles and responsibilities of participants in the New Mexico system of higher education. (DB)

Sarkisian, Ellen
Teaching American Students. A Guide for International Faculty and Teaching Assistants in Colleges and Universities. Revised Edition.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *College Faculty; Cross Cultural Training; *Cultural Differences; Cultural Influences; *Faculty Development; Foreign Culture; *Foreign Students; Graduate Students; Higher Education; International Educational Exchange; Teacher Exchange Programs; *Teaching Assistants; Teaching Methods

Based on materials used in a training program for international faculty and teaching assistants, this guide is intended to provide practical guidance for foreign nationals teaching in American college classrooms. Following an introduction, the first chapter quotes advice from faculty members and teaching assistants from various nations. Chapter 2 considers assumptions that affect teaching in the American classroom, such as academic background and appropriate teaching strategies. Chapter 3 suggests ways to bridge the gap with students, such as commenting on one's command of English and keeping a sense of humor. Chapter 4 offers guidance on how to give presentations that students can understand. Chapter 5 offers guidelines for providing direction and continuity when leading a discussion, and chapter 6 is on understanding meanings beyond words (such as body language and eye contact). Included in the 13 appendices is information on course preparation questions, managing the first day of class, guidelines for observing American teachers and students, managing office hours, suggested assignments for discussion sections, teaching tips for science section leaders, grading problem sets, writing comments about student papers, grading papers, and sexual harassment. Also included are a glossary; a list of resources; and lists of selected readings or tapes. (DB)

ED 421 118 IR 018 837

Aguilera, Raymond; Hendricks, Joen M.
Basic Technology Tools for Administrators: Preparing for the New Millennium.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Administrators; *Computer Literacy; Computer Software; Display Systems; Higher Education; *Information Technology; *Internet; Learning Activities; *Spreadsheets
IDENTIFIERS- Browsing; Microsoft Excel; Microsoft PowerPoint; Web Sites

This paper suggests activities for school administrators to learn basic technology tools. Step-by-step instructions are provided for browsing and using the Internet, organizing favorite World Wide Web sites, and organizing Internet bookmarks. Interesting job search, legal, and professional organization Web sites for administrators are listed. A learning module for using Microsoft Excel, an electronic spreadsheet, is presented; this module uses an already developed spreadsheet that can be accessed through the Internet. Step-by-step instructions for this module are organized in the following six lessons: (1) using the student enrollment projection; (2) using the salary schedule; (3) using the scattergram; (4) using the salary cost module; (5) modifying the enrollment projection; and (6) modifying and using the salary schedule. A module for utilizing Microsoft Office PowerPoint to create electronic presentations is presented that includes instructions for choosing a background, creating a title page, creating a new slide, creating additional slides, and saving the presentation. (AEF)

ED 420 782 CE 076 747

Schofield, Kaye

Think Local and Compete. An Analysis of the Role of Adult and Community Education in the Implementation of a National System for Vocational Education and Training. A Report to the MCEETYA ACE Taskforce.

PUB DATE- 96

NOTE- 131p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *Community Education; Delivery Systems; Educational Cooperation; Foreign Countries; *Job Training; *National Programs; Nontraditional Education; Postsecondary Education; *Role of Education; Secondary Education; *Vocational Education

IDENTIFIERS- *Australia

A study analyzed the role of adult and community education (ACE) in the Australian vocational education and training (VET) system. It considered the policy and funding contexts. Three premises formed the framework through which ACE's role was examined: ACE is a provider; ACE providers are community-based providers distinct from public and private providers; and the ACE sector is a network of community-based ACE providers. ACE providers had two fundamental roles in the national VET system. Their generic role was the same as other training providers in the formal VET system--to deliver outcomes congruent with the objectives of the national VET system and within nationally agreed frameworks for VET. Analysis indicated that community-based ACE providers were delivering the following outcomes: having nationally recognized ACE providers; delivering nationally recognized programs; meeting industry needs; providing learning opportunities for individuals and groups; and improving cross-sectoral links. ACE's value-adding role distinguished many ACE programs. ACE sector provision added value in four ways: training market, locality, community, and organizational orientation. Ten areas at the interface between the ACE sector and national VET system where closer cooperation would have mutual benefit were identified. (Half of the report consists of the following appendixes: four papers that map the current scope of ACE activity within the national VET system in these areas--general adult education, nationally recognized providers and programs, meeting the needs of industry, and providing learning opportunities for individuals and groups; policy context; statistical issues; consultancy brief; and 27 references.) (YLB)

ED 420 817 CG 028 412

Anderson, Rebecca D. Garigiletti, Kelli P.; Price, Gary
A Model for Training Group Counselors.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Confidentiality; Counseling; *Counselor Educators; *Counselor Training; Ethics; Group Dynamics; *Group Guidance; Higher Education; Information Policy; *Teacher Student Relationship

Following a review of the literature of group counselor experiential training, this paper describes a rationale for an experiential growth group model to be used as an adjunct to a masters level group theories course. Such a course is a typical requirement within counselor training programs across the country. The current controversy which surrounds the use of experiential methods in training group counselors is examined (i.e., the problem of the dual role of the educator as growth group facilitator when the experiential group is used for training). Training models are reviewed for their efficacy and extent of use; three groups of models are described. The benefits of participating in experiential group activities are weighed against the role conflicts and risks for both educators and students. The purposes of group experience in a training model are discussed; the rationale and logistics of the model are outlined. A session-by-session outline of the group training model is presented. Session plans include purpose of the session, exercises or activities, a sense of the experience to be gained, and intended outcome for that session. (EMK)

ED 420 877 CS 216 406

Pflaum, Jeffrey
Experiences, Reflections, and Insights. Original Curriculum for IMPACT II Grant.
PUB DATE- 82
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; Elementary Secondary Education; Learning Motivation; *Reading Instruction; *Revision (Written Composition); Self Motivation; Teaching Methods; Thinking Skills; Writing Assignments; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- IMPACT II; *Reflective Writing

This document presents a curriculum (based on the author's own experiences listening to music) that aims to get children to become aware of themselves by having them write down their thoughts and feelings (their "contemplations") after listening to music or in response to famous quotations. The document discusses how the curriculum was developed and refined. Contains 13 lessons and a list of quotations and their sources. A thirteen-page section on "Program Highlights" is appended. (RS)

ED 420 898 EA 029 045

Livingston, Martha J.; Bridges, Joanna B.; Wylie, Virginia L.
Chaos Theory Metaphors: A Lens for Viewing the Quality School.
PUB DATE- 98
NOTE- 19p.; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *High Risk Students; Institutional Mission; *Instructional Effectiveness; Metaphors; *School Effectiveness
IDENTIFIERS- *Chaos Theory; *Outliers

The purpose of the study was to describe two outlier schools, portraying their commonalities and differences and utilizing the metaphors of chaos theory in understanding the descriptions and patterns of the two schools. Rather than focusing on individual parts of a school, the study looks at each school as a dynamic system in which individual efforts affect all and where single variations create unpredictable outputs. The findings revealed some recurring patterns in the schools. In both schools, everyone articulated the same school mission, the belief that all children can learn, and that the school was responsible for ensuring that learning takes place. The vision of the schools, their consistency and predictability, was strong enough to influence the behavior of the people both inside the school and within the community. This shared vision showed up at every level because those behaviors were patterned into the school's organizing principles. (RJM)

ED 420 919 EA 029 160

McFadden, Mark G.
Boys and "Second Chance" Education: Same Jeans, Different Consequences.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; *Educational Practices; Foreign Countries; Higher Education; *Sex Differences; *Success; *Transitional Programs
IDENTIFIERS- Australia (Sydney); Caring; Second Chance Programs

This paper examines the perceptions and interactions of disadvantaged young people returning to mainstream education through Street Kids Access Tertiary Education (SKATE), a university bridging program in Sydney, Australia. Although both males and females in the study shared common backgrounds of disadvantage, "second-chance" educational success was differentially distributed in females' favor. Generally, males' constructions of educational identity, formed during previous educational experiences, went unconstructed throughout the program. They continued to focus on what they lacked to be an educational success. By contrast, females shared strategies of commitment and negotiated reconstructed educational identities. They focused on how education was developing them as people. Using Bernstein's theory of pedagogic discourse (1996), Giddens's theory of structuration (1984), and Walker's theory of intercultural articulation (1993), this study illustrates how the SKATE program recycled disadvantage for a majority of males and provided access for a relatively disproportionate number of females. Reflecting on the work of Willis (1977), the paper demonstrates how the unintentional consequences of everyday educational practices can perpetuate the situation of already disadvantaged individuals. (Included are an abstract and 32 references.) (MLH)

ED 420 937 EC 306 500

Wortham, Jocelyn F.
ADD Special Projects Grant. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Attention Deficit Disorders; Educational Strategies; *Hyperactivity; *Information Dissemination; Inservice Teacher Education; Legal Responsibility; Parent Education; Postsecondary Education; Program Implementation; Regular and Special Education Relationship; Student Evaluation; Training Methods

The purpose of this five-year project was to prepare administrators, general and special education teachers, and parents to meet the needs of children with attention deficit hyperactivity disorders (ADHD). The project developed five self-instructional ADHD inservice preparation manuals for national and state dissemination and implemented an ADHD inservice education program for general educators, special educators, administrators, and parents of children with ADHD across Alabama. Persons who completed the inservice education program returned to their respective school systems to facilitate inservice education with their colleagues and parents of children with ADHD. Incorporated into the project was a component that ensured that the inservice education preparation manuals will continuously reflect ongoing research and education best practices in their area. Specifically, the five inservice manuals were developed in the following areas: (1) general ADHD knowledge base; (2) medical issues related to children with ADHD; (3) legal issues related to ADHD; (4) school-based assessment of children with ADHD; and (5) educational interventions for children with ADHD. Appendices include a list of project staff, the original 14 school sites involved in the project, an evaluation flow chart and activities, questionnaires and pre-tests, state and national dissemination activities, and the 13 additional school sites. (CR)

ED 420 996 FL 025 320

Managing the Assessment Process: A Framework for Measuring Student Attainment of the ESL Standards. TESOL Professional Papers #5.

PUB DATE- 98
NOTE- 30p.; Designed to accompany "ESL Standards for Pre-K-12 Students"; see FL 025 315 ($10.95).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *English (Second Language); *Language Tests; Professional Associations; Second Language Instruction; *Student Evaluation
IDENTIFIERS- Teachers of English to Speakers of Other Languages

The guide explains the roles of standards-based assessment in various contexts involving students who are learning English as a second language (ESL). It is designed to accompany the "ESL Standards for Pre-K-12 Students," a document that sets out the language competencies needed by ESL students to become fully proficient in English, have unrestricted access to grade-appropriate instruction in challenging academic subjects, and ultimately lead rich and productive lives. The first section provides a conceptual model for assessment, including a description of the phases of the assessment process and basic principles for consideration when assessing ESL students. The second section shows the purposes of assessment and the stakeholders' involvement in the process. Section three describes and distinguishes among different approaches to assessment (criterion-referenced, norm-referenced, language proficiency, academic achievement, direct performance, indirect performance), and the last section discusses some general uses for assessment data. Contains 9 references. (MSE)

ED 421 099 IR 018 818

Finder, Kathy; Raleigh, Donna
Establishing a Framework Useful for Developing Web-Based Assignments in K-12 Education.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Computer Assisted Instruction; Computer Literacy; Elementary Secondary Education; *Instructional Design; Instructional Development; Lesson Plans; Models; Teaching Methods; *World Wide Web
IDENTIFIERS- *Web Sites

Expanding on the World Wide Web levels of use as defined on the "Courses on the Web" Web site at Oregon State University, this paper presents a structure which emphasizes K-12 assignments based on Web use while de-emphasizing the glitz of the Web. The educator purposefully designs a Web-based assignment which adheres to the unit objectives and is appropriate to the environment in which it will be used. Therefore, assignments will be varied according to connectivity, accessibility, student skills, and classroom goals and objectives. The "levels of Web use" background allows teachers to begin with tightly focused assignments that make small and appropriate use of online resources, then builds to more complex assignments as they experience success and develop confidence in their ability to use Web resources effectively. A description is provided of each of the following levels of Web use and URLs that exemplify that level of use: (1) informational use of the Web; (2) supplemental use of the Web; (3) dependent use of the Web; and (4) fully developed courses delivered on the Web. Advantages of a context for Web use are then discussed. (AEF)

ED 420 764 CE 076 726

A Bridge to the Future. Australia's National Strategy for Vocational Education and Training 1998-2003.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Education Work Relationship; Educational Change; Educational Needs; *Educational Objectives; Educational Philosophy; *Educational Planning; Educational Trends; Foreign Countries; *Futures (of Society); Job Training; *Labor Force Development; Outcomes of Education; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

The National Strategy for Vocational Education and Training 1998-2003 expresses the collective commitment by Australian governments, in partnership with Australian industry, to vocational education and training. The strategy includes the following mission: to ensure that the skills of the Australian labor force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimize their potential. Five objectives underlie the mission statement: (1) equipping Australians for the world of work; (2) enhancing mobility in the labor market; (3) achieving equitable outcomes in vocational education and training; (4) increasing investment in training; and (5) maximizing the value of public vocational education and training expenditure. The strategy analyzes economic, industrial, and social forces for change and their implications for vocational education and training over the next 5 years. It sets out a vision for vocational education and training, aligned with the key objectives and strategies to ensure that these objectives are achieved. The national strategy will be used to guide vocational education and training in Australia into the new millennium. This report analyzes the five objectives and provides strategies for achieving them, along with a call for putting the national strategy into action. (An appendix explains key performance measures.) (KC)

ED 420 838 CS 013 227

Johnson, Donna; Kaim, Carol; Trotter, Honor; Zbinden, Jennifer
Improving Student Reading Achievement through Parent Training and Involvement.
PUB DATE- 98
NOTE- 223p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Parent Participation; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Research; *Reading Skills
IDENTIFIERS- Illinois (North)

An action research project described a program for improving reading skills and comprehension through the use of parental involvement. The targeted population consisted of primary students located at four different sites in Northern Illinois. The problem of low reading achievement was documented through data revealing a large number of students unable to meet grade level requirements. Analysis of probable cause data revealed students with high mobility rates, changing family structure, and time constraints. Additionally, data indicated a lack of parent training and involvement. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of two major categories of intervention: incorporation of strategies to improve reading skills and comprehension, and implementation of a parent involvement program. Post intervention data indicated an increase in reading comprehension and skills among three of the four targeted sites. Results also indicated that parent involvement was a determining factor in improving reading achievement. (Contains 25 references and 14 figures of data. Appendixes contain parent handbooks, pre/post tests, and survey instruments.) (RS)

ED 420 857 CS 216 366

Pfingstag, Nancy; O'Hara, Ione
The Neglected Lesson: Teaching L2 Writers to Decipher Writing Prompts.

PUB DATE- 98
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *English (Second Language); *Foreign Students; Higher Education; *Student Needs; *Writing Assignments; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Academic Discourse; Nonnative Speakers; *Writing Prompts; Writing Topics

Teachers of English as a Second Language (ESL or L2) are encouraged to design writing prompts with great care and to work through them in detail, considering the wording, the mode of discourse, the rhetorical specifications, and the subject matter of each writing assignment. When confronted with a less clear, less precise prompt, L2 writers may fail to understand the cultural context of the prompt and "how" it determines the ways in which the prompt should be satisfied. Students often misunderstand the topic of the writing prompt. The difficulties L2 writers experience in reading academic writing prompts and understanding the culture in which these prompts exist affect their writing abilities. Those teachers of L2 writing do a disservice to their students when they accept writing that does not address the requirements of a prompt. Students must be given opportunities to become aware of the constraints of United States academic prose and the expectations of the academic audience if they are to succeed in the academic discourse community after leaving the writing classrooms. (Contains five references.) (CR)

ED 421 019 FL 025 355

Mace-Matluck, Betty J.; Alexander-Kasparik, Rosalind; Queen, Robin M.

Through the Golden Door: Educational Approaches for Immigrant Adolescents with Limited Schooling. Topics in Immigrant Education 3. Language in Education: Theory and Practice 91.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Case Studies; *Educational Background; *Educational Innovation; Educational Strategies; Haitians; *Immigrants; Profiles; Program Descriptions; Secondary Education; *Student Needs; Vietnamese People
IDENTIFIERS- Salvadoreans

This book provides teachers and program administrators with information and guidelines to develop effective school programs for immigrant students with limited prior schooling. The limited information about these students is summarized, with in-depth information about the lives, backgrounds, aspirations, educational experiences, and needs of five such students, aged 13-20 years, from Haiti, El Salvador, and Vietnam. Four programs from three states are profiled, featuring the innovative structures and instructional strategies designed to meet the needs of this population and providing program contact information and lists of materials available from each program. The critical features of effective secondary school programs are summarized, and areas in which further research is needed are discussed. (Contains 71 references.) (MSE)

ED 420 800 CE 076 802

Post Secondary Program School-to-Work Transition Activity. School-to-Work Outreach Project 1998 Exemplary Model/Practice/Strategy.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autism; Behavior Disorders; College Students; Demonstration Programs; *Education Work Relationship; Emotional Disturbances; High Schools; Language Impairments; Learning Disabilities; *Mental Retardation; *Partnerships in Education; Physical Disabilities; Postsecondary Education; *School Business Relationship; *Severe Disabilities; Speech Impairments; Work Experience; *Work Experience Programs

The Postsecondary Program School-to-Work Transition Activity in Carroll County Public Schools (Maryland) has been identified as an exemplary school-to-work program that includes students with disabilities. This program serves 25 students aged 17-21 with disabilities in a noncategorical setting with a large majority of students having significant disabilities or mental retardation. Students who have completed a secondary special education program, participated in graduation ceremonies, and are eligible for a certificate of attendance or diploma can apply for entrance into the program. Class instruction consists of the following: social skills training, employment searching, skills for maintaining a job, appropriate peer interactions on the job, computer keyboarding, life fitness, and residential living skills. The job experience is built in as a half or full day depending on the student's needs and aptitude. Students work 5 afternoons and attend classes in the morning. Typically, they are in the program 1-2 years; during the final year, they work full time. The program has the three basic elements of school-to-work: school-based learning, work-based learning, and connecting activities. Both job shadowing and job coaching are provided. Connecting activities are collaboration between the school, community businesses, and service providers and residential experience. (YLB)

ED 420 818 CG 028 513

Gold, Mark S., Ed.
Smoking and Illicit Drug Use.
PUB DATE- 98
NOTE- 128p.; Co-published simultaneously as Journal of Addictive Diseases, v17 n1 1998.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; Clinics; Counseling; Depression (Psychology); Drinking; Drug Abuse; Drug Addiction; Drug Therapy; Health Education; *Pharmacology; *Smoking; *Substance Abuse; *Therapy; *Tobacco
IDENTIFIERS- Caffeine

The biological mechanisms of nicotine dependence are described, the prevalence of tobacco dependency among those using other mood-altering drugs is examined, and the most efficacious way to address this dependency is discussed. New data on the relationship of smoking addiction to other addictions are examined. Topics include: (1) "Tobacco Smoking and Nicotine Dependence: Biological Basis for Pharmacotherapy from Nicotine to Treatments that Prevent Relapse" (M. S. Gold, M. J. Herkov); (2) "Neuropharmacological Actions of Cigarette Smoke: Brain Monoamine Oxidase B (MAO B) Inhibition" (J. S. Fowler, N. D. Volkow, G. J. Wang, N. Pappas, J. Logan, R. MacGregor, D. Alexoff, A. P. Wolf, D. Warner, R. Cilento, I. Zezulkova); (3) "Cigarette Smoking and Major Depression" (L. S. Covey, A. H. Glassman, F. Stetner); (4) "Caffeine and Nicotine Use in an Addicted Population" (L. R. Hays, D. Farabee, W. Miller); (5) "Comorbid Cigarette and Alcohol Addiction: Epidemiology and Treatment" (N. S. Miller, M. S. Gold); (6) "Tobacco, Alcohol, and Drug Use in a Primary Care Sample: 90-Day Prevalence and Associated Factors" (L. B. Manwell, M. F. Fleming, K. Johnson, K. L. Barry); and (7) "Incorporating Nicotine Dependence into Addiction Treatment" (T. A. Rustin). A "Selective Guide to Current Reference Sources on Topics Discussed in this Issue" (L. K. Morgan) is included. (EMK)

ED 420 957 EC 306 529

Gersten, Russell; Lloyd, John Wills; Baker, Scott
Designing High Quality Research in Special Education: Group Experimental Designs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 48p.; Written "with Lynn Fuchs, Joanna Williams, Sharon Vaughn, Lee Swanson, Susan Osborne, Martha Turlow, Deborah Simmons, and Doug Carrine."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Classroom Research; *Disabilities; Elementary Secondary Education; Instructional Effectiveness; *Intervention; *Research Design; *Research Methodology; *Special Education; Statistical Analysis

This paper, a result of a series of meetings of researchers, discusses critical issues related to the conduct of high-quality intervention research in special education using experimental and quasi-experimental designs that compare outcomes for different groups of students. It stresses the need to balance design components that satisfy laboratory standards and those that reflect the complexities of real-life classroom teaching. Several controversial issues in group design are addressed, including the importance of clearly defining the nature of the independent variable, the value of conducting replication studies, measuring implementation, the use of quasi-experimental designs, and selecting measures to evaluate intervention efforts. The first section focuses on defining and making the instructional approach operational. The second section considers designs for in-depth understanding of teaching and learning, thereby probing the nature of the independent variable. The third section is on the selection of dependent measures. Also stressed are the importance of researchers reporting effect sizes as well as probability values from statistical tests and the need for researchers to use a set of common measures when researching a given topic. (Contains 79 references.) (DB)

ED 420 977 EC 306 551

Art Therapist. Careers in Special Education and Related Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Therapy; *Disabilities; Educational Therapy; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Higher Education; Minimum Competencies; *Occupational Information; Personality Traits; Staff Role; Teamwork; *Therapists

Designed for high school students interested in careers in special education and related services, this leaflet outlines the role of the art therapist. It addresses the nature of the work, the education required, personal qualities that art therapists should have, job outlook, and how to prepare for a career as an art therapist. Art therapists are described as concerned with the treatment and rehabilitation of persons with mental, emotional, medical, or physical disabilities through helping students to understand their problems and guiding them to solutions through the creative process. An art therapist uses art, as well as traditional means of therapy, to lessen an individual's frustration, promote healthy development, and diminish the effects of a disability. The educational requirements for a professional art therapist is a master's degree in art therapy, a master's degree with an emphasis in art therapy, or 21 semester units in art therapy with a master's degree in a related field. Art therapists need to have artistic ability and be calm, sensitive, and able to work well with team members. A profile of an art therapist is provided to illustrate the challenges and benefits of the job. (CR)

ED 420 997 FL 025 321

Richards, Jack C., Ed.
Teaching in Action: Case Studies from Second Language Classrooms.
PUB DATE- 98
NOTE- 413p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Attitude Change; Case Studies; *Classroom Communication; Classroom Environment; Computer Assisted Instruction; Course Descriptions; Creative Writing; Elementary Secondary Education; *English (Second Language); Error Analysis (Language); Faculty Development; Foreign Countries; Grammar; Higher Education; Inservice Teacher Education; Language Maintenance; *Language Teachers; Language Tests; Large Group Instruction; Multilevel Classes (Second Language Instruction); Numeracy; *Reading Instruction; Second Language Instruction; Student Attitudes; Student Motivation;

Teacher Student Relationship; *Vocabulary Development; Vocational English (Second Language); *Writing Instruction Authentic Materials
IDENTIFIERS- Authentic Materials

The 76 case studies presented here describe how teachers of English as a second language (ESL) respond to problems they encounter in teaching. Each case study describes the context in which the teacher is working, the problem, and the teacher's response. Following each case study is a brief commentary by a teacher educator who reflects that type of problem encountered and the teacher's solution. The case studies are from a wide variety of settings within and outside the United States and at varied instructional levels. Topics include: teacher development (time management, cultural diversity, teacher talk, large classes); teaching ESL in mainstream programs (learner diaries,language variation, computer-assisted numeracy instruction, community initiatives, student integration); introducing curriculum innovations (early childhood education, curriculum development, English for academic and occupational purposes, language attrition); relations with colleagues and students (cultural issues, language differences); affective factors in the classroom (stimulating participation, motivating students, encouraging active learning, changing negative attitudes, immigrant students, learning styles); achieving appropriate learner behaviors; teaching writing (writing workshops, collaborative writing, peer review, creative writing, error analysis, error correction); multi-level classes; teaching speaking; teaching vocabulary and grammar; and teaching reading (extensive reading, dyslexia, literature appreciation, authentic materials). (MSE)

ED 421 041 HE 031 383

Rabb, Theodore K.
Integrating "Renaissance," a Television Film Series, into College Classrooms.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiovisual Instruction; *College Curriculum; *Educational Television; *European History; Faculty Development; Higher Education; *History Instruction; *Instructional Films; Teaching Methods; Western Civilization; Workshops
IDENTIFIERS- Renaissance; *Renaissance (Television Series)

This final report describes the activities and accomplishments of a three-year grant which enabled the Medici Foundation to organize a series of workshops at which groups of history faculty from small four-year colleges, community colleges, and high schools explored uses of film materials in classroom teaching, especially use of the 5-part public television series, "Renaissance," and its associated 18-part telecourse developed by the Foundation. Six regional workshops were held; a total of 191 history faculty attended. The main subjects addressed at the workshop were the problem of student attention, relative merits of film and print, student skills, technology, and identification of visual resources. Formal evaluation found the workshops' consequences measurable and beneficial. Recommendations include the development of avenues for teachers to regularly exchange ideas and experiences about effective techniques for using film in the classroom; a national listing of films and documentaries available for classroom use; and better access to information on current film technology. Following an executive summary, individual sections of the report describe the project's purpose, background, activities, evaluation, and results. Most of the report consists of appendices, including a list of participants, formal statistical evaluation results, the evaluation report, complimentary letters, workshop information, and a listing of feature films useful in history classes. (DB)

ED 421 060 HE 031 404

Rees, Ruth
An Equitable Recruitment and Hiring Process in the Academy? A Case Study.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Education Research Association, (San Diego, CA, April, 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; Decision Making; *Equal Opportunities (Jobs); Faculty College Relationship; *Faculty Recruitment; Foreign Countries; Higher Education; *Personnel Policy; *Personnel Selection; Policy Formation; Schools of Education
IDENTIFIERS- *Queens University of Kingston (Canada)

This paper describes the process of faculty recruitment and hiring in the Faculty of Education at Queen's University at Kingston (Ontario). The paper describes briefly, 13 features of an equitable search process, including identifying the unit's needs, goals, and personnel gaps; determining the criteria for the position; determining the interview questions; conducting the interviews; selecting a candidate for the position; and orienting the incumbent to the unit. How these steps are applied is then recounted in some detail for the recruitment and hiring of four tenure-track faculty. Also provided are examples of feedback on the process from the faculty at large, the newly hired faculty members, and the search committee. Among summary reflections are that each step must be carried out in a fair manner and be communicated to all stakeholders, that open and continuous communication within the faculty is as important as communication with applicants, and that striving for equity is difficult and takes continuous analysis and reflection. Appendixes include a sample advertisement for faculty positions and a checklist of criteria for reviewing applications. (Contains 10 references.) (DB)

ED 421 080 IR 018 799

Dokter, Christina; Hou, Kaijun; Heimann, Larry

A Statistics Class Website: Distance Learning on the Internet.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Constructivism (Learning); *Distance Education; Higher Education; Instructional Materials; Material Development; *Political Science; Problem Solving; *Statistics; *World Wide Web
IDENTIFIERS- *Michigan State University; Web Sites

When social science students try to solve statistics problems, the two major problems that they often face are how to get "the machine" to give them results they want and problem identification. The goal of this project at Michigan State University was to provide a supplementary educational tool for political science classes through the use of World Wide Web-based tutorials and applied social constructivist approach in distance learning. How this approach accommodates and improves student performance was examined. The developers set up the following Web sites: Document Center, Virtual Study Center, Testing Center, Surfing Center, and Teaching Center. Communication between the development team and the professor was an integral part of this project. The main results that the developers hope to achieve are: to fulfill the missing component of what the classroom text does not provide--the generation of problems in mixed order--so that students can learn to distinguish the various types of problems; and to provide a communication tool for social constructivist learning over long distances. (AEF)

ED 421 119 IR 018 838

Carlson, Randal D.
Creating Technology Policy: A Systematic Model.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Objectives; *Educational Planning; *Educational Policy; *Educational Technology; Elementary Secondary Education; Evaluation; Government Role; Models; *Policy Formation; *Strategic Planning; Systems Approach
IDENTIFIERS- Technology Integration; Technology Plans

This paper examines systematic policy formulation as it contributes to the strategic planning process for school technology. Policy affecting school technology exists at three distinct levels that correspond with the three general governmental levels: federal, state, and local. The Policy Formulation Model is a process that can be used to guide policy formation. Central to the process are the goals--the guiding force or the focus of the entire process. Circumscribing the process is evaluation. The following six elements surround the goals and may be accomplished in any order: (1) Articulate Policy; (2) Collect Data; (3) Determine Guidance; (4) Identify Resources; (5) Prioritize Options; and (6) Develop Policy. Evaluation is continuous throughout the process. (AEF)

ED 420 746 CE 076 578

Ernstes, David P., Ed.; Hicks, Dawne M., Ed.
Increasing Understanding of Public Problems and Policies, 1997.
PUB DATE- 98
NOTE- 226p.; Papers presented at the National Public Policy Education Conference (47th, Charleston, SC, September 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Agribusiness; *Agricultural Education; Agricultural Production; *Agriculture; Community Change; *Educational Needs; Educational Research; *Educational Trends; Environmental Standards; Extension Education; Federal Legislation; Futures (of Society); Higher Education; Immigration; Industrialization; Land Grant Universities; Land Use; Needs Assessment; *Public Policy; *Rural Areas; Vocational Education
IDENTIFIERS- *Welfare Reform

This document contains 21 papers: "Land Grant University and Extension in the 21st Century" (Jon Wefald); "A Reality Check" (Bud Webb); "Land Grant Colleges and Universities of the Future" (Michael J. Phillips); "Vulnerability of the Land Grant Colleges of Agriculture: A Public Affairs Perspective" (Allen Rosenfeld); "The Future of Land Grant Universities: A Response to the Report of the National Research Council" (LeRoy Luft); "Priorities in the Changing World of Agriculture" (I. Miley Gonzalez); "Agricultural Policy at the End of the 20th Century" (Luther Tweeten); "The Realities of Agricultural Policy--A Producer Perspective" (Eugene Paul); "Opening Remarks by the Moderator" (James C. Webster); "Industrialization of Agriculture or a Realignment of the Food and Agriculture System" (Terry N. Barr); "Industrialization: A View from Agribusiness" (Ed McMillan); "Industrialization of Agriculture Roundtable Discussion" (Ed McMillan, Terry N. Barr, Marvin Duncan, James C. Webster); "Evolving Environmental Law: Impacts on Private Landowners and Public Uses" (Bruce Yandle); "Implementing Good Intentions: How Rules and Procedures May Alter Resource Policy Outcomes" (Lawrence W. Libby); "The Why and How of Welfare Reform" (Julie Paradis); "Welfare Reform: A State Perspective" (James Clark); "Welfare Reform: The Land Grant University Response" (Bonnie Braun); "The Changing Nature of Rural Communities" (Thomas G. Johnson, James K. Scott); "Impact of the Wal-Mart Phenomenon on Rural Communities" (Kenneth E. Stone); "Immigration and the Changing Face of Rural America" (Philip Martin); and "Impact of Services on Rural Communities" (Dennis U. Fisher). (MN)

ED 420 878 CS 216 408

Corn, Alfred
The Poem's Heartbeat: A Manual of Prosody.
PUB DATE- 97
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Creative Writing; Figurative Language; Independent Study; Language Rhythm; *Poetry; Poets; Rhyme
IDENTIFIERS- *Meter (Poetry); Poetic Forms

This introduction to prosody--the art and science of metrical composition in poetry--teaches the reader how good poems work. The guide discusses the basic building blocks of poetry, such as rhyme, rhythm, meter, and form. Each of the 10 chapters is a progressive, step-by-step presentation with illustrative examples. The guide does not deal with verseforms exhaustively,

but it does introduce the concept and discuss verseforms that poets writing in English have most often used. The goal of the guide is to introduce traditional English-language prosodic practice and then to progress to fairly advanced levels of competence in it. The selected bibliography which concludes the guide offers readers/students a chance to carry their investigation of the subject farther. (NKA)

ED 420 899 EA 029 065

Reasons for Hope, Voices for Change: A Report on Public Engagement for Public Education.

PUB DATE- 98
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Educational Change; Elementary Secondary Education; *Parent Participation; *Public Education; *Public Support; School Business Relationship; *School Community Relationship; School Support

This guide presents ways in which the public can be engaged in public education. The report was written to encourage and validate the "practitioners of engagement" at the local level. It is based on an 18-month effort to identify, map, and describe a variety of public-engagement projects across America. Researchers gathered stories and experiences from people and projects in hundreds of local schools and communities so as to offer a look at the ways in which local civic, business, and school initiatives across the country are developing the skills needed to involve communities in the work of improving public education. Five chapters examine the quiet revolution of public engagement, offer examples of public engagement throughout the country, list challenges and opportunities, describe "how" to leverage the power of engagement, and detail "a role for every American." The case studies chronicle "how" people in communities and schools can empower and sustain education reform. Three appendices relate "how" the inquiry was conducted, offer a list of public-engagement inquiry sites, and profile types of public-engagement activities. (RJM)

ED 420 920 EA 029 165

Colorado Charter Schools Evaluation Study: The Characteristics, Status and Student Achievement Data of Colorado Charter Schools, 1997.

SPONS. AGENCY- Colorado State Dept. of Education, Denver.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Accountability; *Charter Schools; Educational Finance; Elementary Secondary Education; Financial Support; *Institutional Characteristics; Program Evaluation; *Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Colorado

Focusing on student achievement, this 1997 evaluation study examines Colorado charter schools' record in meeting goals of the state's Charter Schools Act. The report includes only the 24 charter schools operating for at least 2 years at the end of 1996-97. Tension between two central values, autonomy and accountability, complicate state-level evaluation and cross-comparison efforts. Schools' average enrollment is 188; 54 percent have a student/teacher ratio of 20:1 or less. Most do not have traditional grade-level configurations and exemplify diverse educational approaches. Although schools are serving minority, disadvantaged, and special-needs students, less than half do so in the same proportions as sponsoring districts. Charter school teachers have less experience and education and lower salaries than district teachers. Parents are on school-based governing boards in 19 of the schools. Based on charter schools' own annual reports, 9 schools claim they are exceeding performance expectations and 15 claim they are meeting expectations. Results of the state 4th-grade reading and writing assessment (available for 9 schools) show that charter-school students performed better (72 percent) than the state average (57 percent). The majority of charter schools receive at least 80 percent of funding from sponsoring districts. Included are an executive summary, various tables, and several appendices. (MLH)

ED 421 100 IR 018 819

Gannon-Cook, Ruth

Storytelling and Apprenticeships...Legacies that Can Sustain Technology.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Apprenticeships; *Communication (Thought Transfer); Cultural Education; Curriculum Development; Distance Education; Educational Change; *Educational Technology; Higher Education; Information Technology; *Instructional Design; Internship Programs; Models; *Story Telling; Training
IDENTIFIERS- Historical Background; *Technology Role

This paper examines how culture and communication are transmitted via storytelling and apprenticeships. Recent studies are reviewed that reveal that storytelling teaches important lessons to students and that other ancient customs, like apprenticeships, are also possible solutions for problems facing contemporary educators. Relevance to technology and distance education is considered. A comparison of ancient storytellers with modern innovators is then presented. The paper concludes with a discussion of why the use of apprenticeships has survived, including the benefits of technology internships, the role of curriculum designers, and the need for ongoing training. (Contains 50 references.) (AEF)

ED 420 783 CE 076 749

Updated Guidelines for Training Package Developers. Australia's National Training Framework.
PUB DATE- 98

NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Apprenticeships; Competence; *Competency Based Education; Education Work Relationship; Educational Environment; Employment Qualifications; Evaluation Methods; Foreign Countries; Guidelines; *Instructional Materials; *Job Training; *Material Development; National Curriculum; *National Standards; Postsecondary Education; Secondary Education; Student Evaluation; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This document contains the latest guidelines for developing nationally endorsed training packages for use in Australia's system of vocational education and training (VET). Discussed in section A are the following aspects of the context in which the training packages emerged: development of the National Training Framework and associated new recognition arrangements and User Choice; the training packages' relationship to New Apprenticeships; and the research required to establish the scope and market demand for products associated with training package development. Section B describes the scope, format, and quality requirements of the endorsed components of training packages: competency standards governing content, technical, and process quality; guidelines for assessor qualifications and training and design and conduct of assessments; and qualifications. Examined in section C are the types of material that could be included in the nonendorsed components of training packages (learning strategies, assessment resources, and professional development materials). In section D, the endorsement process is considered in relation to training packages' three endorsable components and reporting arrangements for other components, and the tendering arrangements for development of training package components are outlined. Concluding the document are guidelines for printing, final reproduction, and preparation of training packages for the National Training Information Service. (MN)

ED 420 784 CE 076 750

Working towards 2010: Flexibly Delivered Staff Development.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Computer Uses in Education; Cultural Differences; Delivery Systems; *Distance Education; Educational Improvement; Educational Practices; Educational Quality; Educational Resources; *Flexible Progression; Foreign Countries; Internet; Learning Activities; Postsecondary Education; *Professional Development; Secondary Education; Skill Development; *Staff Development; Teacher Improvement; *Vocational Education Teachers
IDENTIFIERS- *Open Learning; *TAFE (Australia)

This document consists of a user's guide to flexible delivery of professional development activities aimed at teachers in Australia's system of vocational education and training and a collection of profiles and "snapshots" of successful flexible staff development programs and activities. The user's guide examines the following topics: redefining flexible delivery (roles involved in flexible delivery, some advantages of flexible learning); "practicing what we preach" (staff development for teachers, possible tools, networking, quality systems and process improvement); and determining the suitability of flexibility exercises (using the tools, addressing cultural and management issues). An annotated bibliography contains 55 courses and resources, websites and links, and publications. The profiles and "snapshots" section contains 26 profiles of flexible delivery programs and activities focusing on the following: changing attitudes and practices, extending training skills, leading edge strategies, and professional skills in resources and administration management. Appended is a practical analysis tool that was developed for use in an adult education bachelor of education program and called GLLADRAPPS (an acronym for the 11 elements of learning environments that can be manipulated to develop flexible and adaptive learning environments: grouping, location, learning strategies, attendance, dependency, resources, results, assessment, pace, purpose, and sequence). (MN)

ED 420 839   CS 013 228

Kuzniewski, Frank; Sanders, Mike; Smith, Gail Sue; Swanson, Sharon; Urich, Carol

Using Multiple Intelligences to Increase Reading Comprehension in English and Math.

PUB DATE- 98
NOTE- 183p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Content Area Reading; Cooperative Learning; *English Instruction; High Schools; *Instructional Effectiveness; *Mathematics Instruction; *Multiple Intelligences; *Reading Comprehension; *Reading Improvement; Reading Research; Student Attitudes

An action research project described a program for expanding multiple intelligences to increase reading comprehension in both English and math. The targeted population consisted of ninth, tenth, and eleventh grade students located in a south suburb of Chicago, Illinois. The problem of reading comprehension was documented through data revealing large number of students unable to meet the demands of the Illinois Goal Assessment Program (IGAP), local assessments, and classroom activities. Probable cause data revealed students living in low economic conditions, high mobility rates, natural attrition, and poor attendance. The data also indicated students' poor social skills and lack of self-discipline. Additionally, the data revealed a lack of teacher training in multiple intelligences and innovative teaching strategies. A review of solution strategies and analysis of the problem setting resulted in the selection of two major categories of intervention: incorporation of multiple intelligence strategies combined with cooperative learning techniques in English and math units, and the implementation of weekly student observation sheets and anecdotal reflections. Post intervention data indicated an increase in student reading comprehension skills in English and math, and an increase in student learning expectations. (Contains 18 references, and five tables and seven figures of data. Appendixes comprise more than half of the paper and contain survey instruments, journal entries, reading strategies, numerous class and learning activities, cooperative lesson plans, and anecdotal reports.) (RS)

ED 420 858 CS 216 370

Barchers, Suzanne I.; Rauen, Peter J.
Holiday Storybook Stew: Cooking through the Year with Books Kids Love.
PUB DATE- 98
NOTE- 128p.; Illustrated by Darcie Clark Frohardt.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Class Activities; Classroom Techniques; Cooking Instruction; Elementary Education; *Fiction; *Holidays; Learning Activities; Preschool Education; Reading Motivation; *Recipes (Food); *Recreational Reading
IDENTIFIERS- *Trade Books

Intended for teachers of preschool and up, this book combines three favorite pastimes: reading great books, exploring related activities, and cooking. The book lists 36 books relating to a holiday or observation, beginning with Martin Luther King, Jr. Day and ending with New Year's Eve. It summarizes each featured book and gives a related activity, experiment, or art project. The book's recipes list tools needed, ingredients needed, and detailed steps for easy preparation. The book also includes unusual observances such as Chocolate Week and International Friendship Month. It includes safety tips, conversion charts, a glossary, and booklists. Chapters are organized by month, with a final chapter for general categories. (CR)

ED 420 859 CS 216 371

Pflaum, Jeffrey, Comp.
A Book of Experiences.
PUB DATE- 82
NOTE- 165p.; A xerox copy of a typescript. Contains many pages with faint, broken, and uneven type that can affect legibility.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; Class Activities; *Creative Expression; Grade 5; Intermediate Grades; *Music; *Self Expression; *Student Development; *Thinking Skills
IDENTIFIERS- *Contemplation; *Writing Motivation; Writing Prompts

This collection is the result of a program in self expression in which 30 fifth-grade students contemplated to music every other day throughout the school year--each child completed approximately 120 thinking or contemplation periods. The procedure used in the program operated in the following way: (1) 5 to 15 minutes of music played while the students attempted to sit back, relax, and enjoy the experience; and (2) at the end of their listening and experiencing, the students were asked to write down whatever came to mind, be it "reality" or "fantasy." Each of the 30 chapters contains a chronologically-arranged numbered list of the "contemplations" or thoughts recorded by a single child. Each chapter in its entirety should convey some understanding of the mind (imagination) and self (personality) of the particular student involved. The children's names are listed at the end of the collection. There is a one-page introduction preceding the 160 pages of lists of student musings. (NKA)

ED 420 938　　　EC 306 50[illegible]

Barrow, Giles

Disaffection and Inclusion: Merton's Mainstream Approach to Difficult Behaviour.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Elementary Secondary Education; *Emotional Disturbances; Foreign Countries; *Inclusive Schools; *Integrated Services; Interdisciplinary Approach; Mainstreaming; *Prevention; School Districts; Student Placement
IDENTIFIERS- *England

This booklet describes an inclusive approach to disaffection in Merton Education Authority, a school district southwest of London (England). Instead of concentrating on providing for students with emotional and behavior difficulties in an off-site behavior support center, Merton switched its main efforts to preventing difficult behavior through supporting mainstream schools. Components of the program include: (1) establishing a lead support service to concentrate on preventative projects that work on behavior issues rather than direct, individual support to pupils in crisis; (2) closing the local education authority's (LEA) off-site unit for disaffected and excluded pupils and setting up alternative mainstream programs; (3) closing the LEA's special school for primary pupils with emotional and behavioral difficulties and providing for primary pupils in mainstream classes with high levels of multi-professional support; (4) operating three levels of intervention for behavior support work: (a) supporting whole school behavior initiatives and approaches, (b) supporting class behavior initiatives and approaches, and (c) providing direct support for individual pupils, including pupils with statements, who are assessed as having emotional and behavioral difficulties); (5) working a partnership planning process between the behavior support service and schools and teachers in which colleagues form other agencies and voluntary groups are often involved in jointly delivered projects; (6) expanding monitoring and evaluation arrangements to track pupil exclusions and reintegration; and (7) adopting a flexible approach to understanding behavior using a range of different perspectives. (Author/CR)

ED 421 020 FL 801 235

Hands-On English, A Periodical for Teachers and Tutors of Adult

English as a Second Language, 1995-1998.

PUB DATE- 98

NOTE- 291p.; For earlier volumes, see ED 374 686 and ED 384 256.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Adult Students; Classroom Techniques; *English (Second Language); Learning Activities; Second Language Instruction

This document consists of three year's worth (18 consecutive issues), 1995-1998, of the periodical "Hands-on English." This serial publication is intended for teachers and tutors of adult English-as-a-Second-Language (ESL). Each issue contains editorials, letters to the editor, teaching and learning activities, teaching tips, instructional tools and techniques, crossword puzzles, and news and notes. The articles and ideas are contributed by experienced teachers and tutors, including readers of the publication. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (JL)

ED 420 765 CE 076 727

Developing the Training Market. Issues and Best Practice Arising from State/Territory Pilot Activities.

SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Competition; *Delivery Systems; Educational Demand; Educational Needs; *Educational Policy; Educational Practices; Educational Quality; Educational Supply; Foreign Countries; *Free Enterprise System; *Industrial Training; National Programs; Postsecondary Education; Public Policy; Statewide Planning; Training Methods; *Vocational Education
IDENTIFIERS- Quality Assurance; *TAFE (Australia)

Competitive tendering processes have emerged within Australia's vocational education and training (VET) sector as part of a more general drive to increase efficiency and effectiveness in public administration and government program delivery. Despite the persistence of several issues and stakeholder concerns that must be explored and resolved, Australia's states and territories have adopted a variety of approaches to competitive tendering of VET delivery. There is increasing consensus on the following issues: direct competition between private and public training providers is preferable; a preferred provider approach can increase efficiency; minimum acceptable standards of quality can be achieved through compliance with accreditation and registration requirements and ongoing evaluation of competitive tendering processes; and partnerships/joint ventures are a practical means of achieving increased efficiency and effectiveness. Among the issues requiring further consideration are the following: ensuring processes to achieve equity and access in VET; developing appropriate costing mechanisms to achieve maximum advantage from publicly funded infrastructure; giving clients adequate information to make informed choices; and developing processes for handling student tuition fees and other administrative arrangements within the context of the competitive training market. (The report contains 39 references. Appended are overviews of open market training activities in Australia's states and territories.) (MN)

ED 420 801 CE 076 803

Transition Services. School-to-Work Outreach Project 1998 Exemplary Model/Practice/Strategy.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Demonstration Programs; Dropout Prevention; Dropout Programs; *Education Work Relationship; Emotional Disturbances; Learning Disabilities; Mental Retardation; Multiple Disabilities; On the Job Training; *Partnerships in Education; Postsecondary Education; Potential Dropouts; *School Business Relationship; Secondary Education; *Special Needs Students; Vocational Education; Work Experience; *Work Experience Programs

The Transition Services program of the Onondaga-Dortland-Madison Board of Cooperative Educational Services (New York) has been identified as an exemplary school-to-work program that includes students with disabilities. The program serves students aged 13-21, most with disabilities; the majority have mental retardation, serious emotional disturbance, specific learning disabilities, and multiple disabilities. The program has been instrumental in reducing the dropout rate of at-risk students by increasing their awareness of opportunities available to them with training and a diploma. Students must be enrolled in an academic classroom and spend a half-day there and a half-day in the program. Transition Services is tailored to two age groups: students 13-15 participate in the prevocational training program; students 16-21 participate in onsite vocational training. During the intake interview, a vocational interest inventory and discussions with the student and teacher determine an appropriate job placement. A placement is developed based on interests, strengths, and availability of specific jobs. Ongoing evaluation leads to a variety of job experiences. Exemplary school-to-work components include the following: prevocational learning with hands-on training in various functional skill areas; community workplace experience/vocational exploration; and job coaching. Collaboration with local employers is an integral component of the program. (YLB)

ED 420 819 CG 028 531

Nisivoccia, Joseph Dominick
The Influence of Parental Separation and Divorce on Adolescent Academic Achievement: Developmental Issues.

PUB DATE- 97
NOTE- 29p.; Research report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adolescents; *Divorce; One Parent Family; Parent Child Relationship; Secondary Education; *Student Development

Parental separation and divorce can have a critically adverse effect on the academic performance and achievement of adolescent students. The psychological and social disadvantages can significantly interfere with students reaching their full potential for success in school. Information is provided on the scope of divorce in society and its emotional, social, and academic effects on children. Review of the literature yields a number of insights: marital dissolution has been shown to have potentially grave adaptive consequences and negative results for many children; family structure has been identified as the main cause for a lower grade point average among children of divorce; and research also suggests that income may be responsible for the difference. Children who have recently experienced a divorce are in a crisis situation and can be expected to have a change in their behavior. Males have been found to experience greater emotional, social, and academic problems. Effective support for children of divorce is discussed. Areas of inquiry include in-service training for educators, flexible scheduling of school activities to accommodate single parents, the role of the non-custodial parent, and involvement in co-curricular activities. A list of readings with a brief synopsis of each is appended. (EMK)

ED 420 879 CS 216 412

Stotsky, Sandra

State English Standards: An Appraisal of English Language-Arts/Reading Standards in 28 States. Complete Edition (Including State Reports).

PUB DATE- 97

NOTE- 172p.; For other state standards reports, see TM 028 835-838.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Content Analysis; Elementary Secondary Education; *English Instruction; Evaluation Problems; Evaluation Research; *Language Arts; Reading Achievement; *State Standards; Vocabulary Development

IDENTIFIERS- New Standards Project (LRDC)

A study developed criteria for judging state standards for the English language arts and reading and analyzed the 28 current standards documents. The criteria used for judging the standards relate to the purpose, audience, expectations, and assumptions of the standards documents; the organization of the standards; disciplinary coverage of the standards; quality of the standards; and anti-literary or anti-academic requirements or expectations. Results indicated: (1) a large number of states have mostly unmeasurable or barely measurable standards; (2) nine documents were rated only "to some extent" in the critical area of reading; (3) many omitted vocabulary development as a reading skill, or mandated a narrow or inadequate approach to it; (4) only 8 of the 28 documents analyzed accompanied the standards with a group of specific titles to illustrate the level of reading difficulty; and (5) a number of documents claimed all decisions about the content of the literature curriculum should remain in the hands of local school districts. Results also indicated two major problems in many of the standards: the "completely unrealistic" expectation that young students are capable of understanding not only the culture in which they live but many different cultures in the world; and attempts to teach students about the "nature of language" often end up stressing the variability and impermanence of the English language. Appendixes contain an explanation of each of the criteria; a discussion of how good standards differed from those needing improvement; an analysis of the standards of the New Standards Project; and ratings and analysis of 28 state standards documents.) (RS)

ED 420 900   EA 029 096

Brown, Lisa A.; And Others
Student-to-Student Sexual Harassment: A Legal Guide for Schools.
PUB DATE- 98
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Civil Rights; Compliance (Legal); Elementary Secondary Education; Guidelines; *Legal Responsibility; *Sexual Harassment; *Student Behavior; Student Rights

This guide provides school law practitioners and school leaders needed information on "how" to prevent, respond to, analyze and, defend a student-to-student harassment claim. It includes a discussion of the law, a section on policy development, practical advice on conducting an investigation, tips for training, and an analysis of the Office for Civil Rights' Guidelines. The emphasis throughout is teaching young people that treating each other with respect is the right thing to do. Six chapters focus on the following topics: (1) legal issues surrounding student-to-student sexual harassment; (2) guidelines from the Office for Civil Rights; (3) developing a board policy and administrative regulations on student-to-student harassment; (4) investigating complaints of sexual harassment (a primer for investigators); and (6) preparing for an Office for Civil Rights investigation of alleged peer sexual harassment. (Appendices contain reprints of agency documents, sample policies, checklists, sample training manuals, notices, a resource list, and sample pamphlets on sexual harassment for secondary school students.) (RJM)

ED 420 958 EC 306 530

Functional Behavioral Assessment State Policies and Procedures. Quick Turn Around (QTA) Forum.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; *Compliance (Legal); *Disabilities; Educational Legislation; *Educational Policy; Federal Legislation; National Surveys; *Policy Formation; Student Evaluation; Technical Assistance
IDENTIFIERS- *Functional Assessment; Individuals with Disabilities Education Act

This brief report provides an analysis of survey data collected from 45 states and territories about policies, procedures, and guidelines related to Functional Behavioral Assessment (FBA), plans to develop or revise policy in this area, and technical assistance needs related to FBA, especially for students who exhibit behavior that interferes with the educational process. Background information notes requirements of the Individuals with Disabilities Education Act 1997 amendments (IDEA 97) to conduct an FBA within ten days of taking a disciplinary action. Among findings of the survey were: 19 states and jurisdictions currently have written policies, procedures and guidelines related to FBA; 35 states and territories reported plans to develop or revise written policies, procedures, and guidelines related to FBA; the most commonly identified topic areas in policy development were procedures for conducting an FBA and FBA related to a disciplinary action. The type of assistance most frequently cited as useful were examples of FBA policies, procedures, and guidelines from other states and model policies. (DB)

ED 420 978 EC 306 552

Interpreter for Students Who Are Deaf or Hard of Hearing. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Deaf Interpreting; *Deafness; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; *Hearing Impairments; *Interpreters; Minimum Competencies; *Occupational Information; Personality Traits; Staff Role

Designed for high school students interested in careers in special education and related services, this guide outlines the role of interpreters for students who are deaf or hard of hearing. It addresses the nature of the work, the education required, personal qualities that interpreters should have, job outlook and advancement, and how to prepare for a career as an interpreter. Interpreters are described as helping students with hearing impairments fully participate in classroom activities by interpreting what students want to say to the teachers and the rest of the class, as well as interpreting what the teacher and others students in the classroom are saying to them. The educational requirements for an interpreter vary by state. Most state departments of education accept certification from the Registry of Interpreters for the Deaf or the National Cued Speech Association. Interpreters need to have a desire to help others and an understanding of the importance of communication. Their work requires flexibility, creativity, and courtesy, as well as good manual dexterity and an ability to concentrate for long periods of time. A profile of an interpreter is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 021 FL 801 239

Smoke, Trudy, Ed.
Adult ESL: Politics, Pedagogy, and Participation in Classroom and Community Programs.
PUB DATE- 98
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Anorexia Nervosa; Classroom Environment; Classroom Techniques; *Community Programs; Educational Research; Educational Technology; English for Academic Purposes; *English (Second Language); Equal Education; Fellowships; Feminism; *Information Technology; Internet; Journal Writing; Language Fluency; *Literacy Education; Literature Appreciation; Multicultural Education; *Politics of Education; Power Structure; Professional Development; Program Descriptions; Pronunciation Instruction; Second Language Instruction; Sex Fairness; Student Needs; Student Participation; Teacher Education; Teaching Methods; Writing Instruction
IDENTIFIERS- Content Area Teaching

The collection of essays on the politics of adult English-as-a-Second-Language (ESL) instruction includes: "The Politics of Adult ESL literacy: Becoming Politically Visible" (Pamela Ferguson); "Learning To Be Legal: Unintended Meanings for Adult Schools" (Pia Moriarty); "The Relationship Between Knowing Our Students' Real Needs and Effective Teaching" (Judy Manton); "Using Journals in Second Language Research and Teaching" (Bonny Norton); "Promoting Gender Equity in the Postsecondary ESL Class" (Stephanie Vandrick); "Critical Multiculturalism as a Means of Promoting Social Activism and Awareness" (Trudy Smoke); "Anorexia: A Feminist EAP Curriculum" (Sarah Benesch); "Literature in the ESL Classroom: Reading, Reflection, and Change" (Kate Mangelsdorf); "Fluency First in the ESL Classroom: An Integrated Approach" (Rebecca Williams Mlynarczyk); "Meeting ESL Students' Academic Needs Through Discipline-Based Instructional Programs" (Loretta Frances Kasper); "Democracy and the ESL Classroom" (Timotha Doane); "The Politics of Pronunciation and the Adult Learner" (Angela Parrino); "The Political Implications of Responses to Second Language Writing" (Carol Severino); "Building on Community Strengths: A Model for Training Literacy Instructors" (Elsa Auerbach, Joanne Arnaud, Carol Chandler, Ana Zambrano); "Language and Authority: Shifting the Privilege" (J. Milton Clark, Carol Peterson Haviland); "An Orphan at the Table: The English Language Fellows Program" (Richard Blakely); "The Creation and Development of a Community-Based English Program: The Riverside Language Program, Inc." (Leslie Robbins); "Cooperative Links Energize New Jersey ESL/Bilingual Professionals" (Jessie M. Reppy, Elaine Coburn); "Electronic Communication, New Technology, and the ESL Student" (Keming Lu); and "Making Connections Through the Internet" (Trudy Smoke). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 061 HE 031 405

DeJong, William; Moeykens, Barbara A.
Institutionalizing Alcohol and Other Drug Prevention Programs. Alcohol and Other Drug Prevention Bulletin Series.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Education; *Drinking; Drug Education; *Drug Use; Higher Education; *Prevention; Program Development; Substance Abuse

This bulletin is intended to help school administrators at the higher education level who are responsible for developing and institutionalizing alcohol and other drug prevention programs. Stressed is the importance of thinking about the program's long-term prospects during early stages of program planning. The information is based on interviews conducted with program coordinators representing both large and small schools across the country. Part 1 describes features of prevention programs that can increase a program's chances of survival after the initial grant period. These include collaboration within the college community, strong commitment from top school administrators, an established long-range plan, objectives tied to the college's mission, networking outside the college community, a focus on building institutional capacity, a system of program accountability, and strategic use of public relations. Part 2 describes possible funding sources to replace initial grant or seed money. (DB)

ED 421 081 IR 018 800

Kolloff, Mary Ann; Dickey, JoAnna; Long, Shirley; Reehm, Sue P.;
Thomas, Joyce Harris

Integrated Technologies and Teacher Portfolios.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Faculty Development; Guidelines; Higher Education; *Portfolio Assessment; Standards; Student Evaluation; *Teacher Education
IDENTIFIERS- Eastern Kentucky University; Kentucky; *Technology Integration

The Kentucky Department of Education and the National Council for Accreditation in Teacher Education guidelines direct institutions of higher education to plan a continuous assessment component in their preservice and inservice teacher education programs. To meet these guidelines, Eastern Kentucky University (EKU) has created a portfolio requirement to be used in its undergraduate and graduate teacher education programs. The portfolio requirement incorporates a system that students use to document the achievement of meeting the New Teacher Standards for Preparation and Certification (NTS) and the Experienced Teacher Standards for Preparation and Certification (ETS) from the Kentucky Department of Education and the guidelines from learned societies. The NTS measure the performance of preservice and intern teachers. The ETS measure the performance of teachers who are participating in an inservice development program. The use of integrated technologies will play a major role in the development of a program candidate's portfolio. Portfolio entries may be in any physical format such as print, video and sound recordings, transparencies, slides, CD-ROMs, and disks. What is essential is that there be integration of all technologies, used as tools or displayed as products. The purpose of this paper is to explain how integrated technologies will be incorporated into the portfolio process. (Author/AEF)

ED 421 101 IR 018 820

Lynch, William; Corry, Michael
Faculty Recruitment, Training, and Compensation for Distance Education.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensation (Remuneration); Computer Literacy; Computer Uses in Education; *Distance Education; Educational Planning; *Faculty Development; Higher Education; Information Technology; Instructional Development; Instructional Innovation; Material Development; Models; Program Development; *Teacher Education; *Teacher Recruitment; Training

This paper recalibrates strategies for faculty recruitment, training, and compensation for distance education. The new options evolving from distance technologies create opportunities for innovative recruitment strategies. Whether the model is individually- or team-oriented, distance technologies mean that a more diverse, qualified, talented, and flexible pool of potential faculty become available to all institutions, resulting in more competition. A recruiting strategy which uncovers high quality faculty who are available, skilled, and willing to follow institutional policies is essential and must be carefully planned and executed. To achieve high performance solutions to faculty training, a systematic approach must be applied to the planning and development of distance learning materials, instructional methods, and communications infrastructure. Four possible categories of media include: videotape for asynchronous delivery, compressed video for synchronous delivery, World Wide Web-based text with graphics for asynchronous delivery, and computer-based conferencing for asynchronous delivery. In terms of faculty compensation, three basic institutional responses are to offer distance education through a division or school of continuing studies with a separate faculty or separate compensation structure, to pay faculty overload salaries, or to offer faculty a percentage of the revenue generated from the courses. The success of distance education requires a dynamic approach to problem solving and policy flexibility on the part of organizations. (AEF)

ED 421 120 IR 018 839

Cathey, Marcy E.

The SWAT Team: Successfully Integrating Technology into the Curriculum.

PUB DATE- 98

NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Educational Development; Educational Planning; *Educational Technology; Elementary Secondary Education; Program Development; Teacher Student Relationship

IDENTIFIERS- *Technology Integration; Technology Plans

The Madeira School (McLean, Virginia) had been behind on advanced technology as compared to many of its competitor schools. In the fall of 1996, the cornerstone for the Savvy With All Technology (SWAT) team program was laid. The idea of SWAT was to infiltrate departments with technology specialists and users so that technology would be used across the curriculum in instruction and learning. This paper explains the SWAT program in detail, starting with the program vision, goals, and objectives. Member selection and expectations are discussed, as well as supporting programs that enabled and facilitated the SWAT program. Two specific projects-- a science project and a performing arts project--spearheaded by the SWAT program are described, showing the impact of technology application in the classroom through teacher instruction, student-teacher interaction, and student learning. Finally, the next steps for the program are highlighted as Madeira looks ahead to more integration of technology into all classrooms. (AEF)

ED 420 747 CE 076 664

Cohen, Marie
Education and Training under Welfare Reform.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Programs; Basic Skills; Community Colleges; *Education Work Relationship; Educational Benefits; Educational Legislation; Educational Needs; Educational Policy; Federal Legislation; Innovation; Literacy Education; *Policy Formation; Program Effectiveness; *Public Policy; *Role of Education; State Programs; Two Year Colleges; Vocational Education; *Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Welfare Reform; Welfare to Work Programs

Some welfare experts and policymakers advocate providing education and training to prepare welfare recipients for jobs that will eventually help them leave poverty (the "work first" approach), whereas others advocate placing welfare recipients in jobs immediately whenever possible. Although the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 shifted the emphasis of federal policy toward the "work first" approach, it has left states some flexibility in determining how and when to use education and training in their welfare-to-work programs. When deciding how to use this flexibility, states may want to consider the findings of a research project on the relationship between education and the success of welfare-to-work programs. The evidence for the usefulness of occupational training is mixed, as is the evidence for adult education-focused programs. Work-based programs have generally shown better results for welfare recipients than have programs stressing either job search or classroom education and training alone. The research has also identified 25 programs that have drawn attention for their good results or incorporation of features believed to be effective. They include programs training welfare recipients for nontraditional jobs, literacy programs, and vocational training programs for target groups, such as people with limited English skills. (Contains 47 references) (MN)

ED 420 840 CS 013 229

Gens, Patricia; Provance, Jane; VanDuyne, Kathleen; Zimmerman, Kimberlee

The Effects of Integrating a Multiple Intelligence Based Language Arts Curriculum on Reading Comprehension of First and Second Grade Students.

PUB DATE- 98

NOTE- 62p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Techniques; Curriculum Development; Grade 1; Grade 2; *Language Arts; Learning Activities; *Multiple Intelligences; Primary Education; *Reading Comprehension; Reading Improvement; Reading Instruction; *Reading Motivation; *Reading Strategies; *Student Development

IDENTIFIERS- Illinois (Chicago Metropolitan Area); Reading Thinking Relationship

A program was developed for improving primary level student intelligences in order to improve reading comprehension, prediction skills, and the ability to apply targeted reading strategies. The targeted population consisted of first and second grade students in a middle class community located in the far southern Chicago metropolitan area. The problem of reading comprehension was documented through standardized testing of comprehension, teacher observation, and portfolio accumulation of multiple intelligence activity growth. Analysis of probable cause data revealed students were not motivated to read and failed to make the connection between reading and understanding. A review of suggested solutions by educational experts, combined with an analysis of the problem setting, resulted in the selection of an intervention process which consisted of the development and implementation of a Multiple Based Language Arts Curriculum. Reading comprehension was addressed through child-centered activities designed to include the multiple intelligences, and extensive reading strategies were included. Post-intervention data indicated growth in reading test scores and an increase in the number of students reading at home. Students used reading strategies on a consistent basis to improve comprehension. Children were able to identify the intelligences being targeted in the reading centers. Their portfolios exhibited personalized products of the individual student's growth. (Contains 12 tables of data and 24 references; various sample forms, including a multiple intelligence planning grid, a teacher survey, a reading strategies/comprehension checklist, and a story web, are appended.) (Author/CR)

ED 420 921 EA 029 167

Slowinski, Joseph
Practical Guide to Church and State Issues Involving Public Education.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Responsibility; Elementary Secondary Education; Guidelines; Legal Problems; *Legal Responsibility; *Public Education; *Religion; *State Church Separation
IDENTIFIERS- Clever v Cherry Hill Township Board of Education; First Amendment; *Lemon v Kurtzman; *Religious Freedom

Due to increasing attacks on school curriculum and policies, administrators must understand the law associated with education and religion. Guided by this knowledge, school leaders can foster an educational environment while simultaneously protecting individual expression. If a lawsuit occurs, an administrator can best protect both the school and student plaintiffs by knowing educational law and constitutional rights, appreciating individual perspectives, recording all incidents of dispute, determining insurance policy coverage, cooperating with the media, learning from the experience, and maintaining great concern for plaintiffs. The Lemon Test and the Cherry Hill decision will guide educators in implementing activities and curricula consistent with the First Amendment. Individual religious expression is protected by the U.S. Constitution and by the 1993 Religious Freedom Restoration Act. The 1984 Equal Access Act allows secondary school students to hold religious club meetings during noninstructional times on public school grounds. According to 1996 White House guidelines, individual students can pray and read a religious text alone; students can wear (nondisruptive) religious symbols; teachers can educate about religion and its role in art, philosophy, and music; officials cannot organize prayer sessions during school hours; and schools cannot allow prayers at graduation ceremonies. Included are 22 references. (MLH)

ED 420 998 FL 025 322

Brinton, Donna M., Ed.; Master, Peter, Ed.
New Ways in Content-Based Instruction. New Ways in TESOL Series II. Innovative Classroom Techniques.
PUB DATE- 97
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Class Activities; Classroom Techniques; *Critical Thinking; Elementary Secondary Education; *English (Second Language); Higher Education; *Information Processing; Second Language Instruction; Skill Development; *Thinking Skills; Writing (Composition)
IDENTIFIERS- *Content Area Teaching

A wide variety of techniques and classroom activities, contributed by teachers, for content-based instruction (CBI) in English as a second language (ESL) are presented. CBI is defined to include theme-based second language courses, sheltered content-area courses, and paired or adjunct arrangements in which language and content courses are taught in tandem with mutually negotiated objectives. Ideas are included for all instructional levels, from elementary to higher education, and that are generalizable to other settings, levels, teaching purpose, or audience. The ideas are divided into these groups: (1) information management (sifting data into categories or finding examples, arriving at category names, identifying similar characteristics within a category); (2) critical thinking (going beyond simple classification to evaluate or analyze data); (3) hands-on activities (manipulating information using games, experiments, and other activities); (4) data gathering (collecting and assembling facts, data, and references or scanning for specific information); and (5) text analysis and construction (breaking text into component parts, elucidating rhetorical pattern, and examining text flow, or applying knowledge of oral and written discourse conventions to create a specifically patterned text with a goal of increasing fluency, accuracy, or both.) (MSE)

ED 421 042 HE 031 384

Horn, Laura J.
Undergraduates Who Work. National Postsecondary Student Aid Study, 1996.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 25p.; Excerpted from "Profile of Undergraduates in U.S. Postsecondary Institutions: 1995-96", see ED 419 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; Higher Education; *Paying for College; *Student Employment; Tables (Data); *Undergraduate Students
IDENTIFIERS- *National Postsecondary Student Aid Study

This study used data from the National Postsecondary Student Aid Study to examine issues concerning undergraduate students who worked while enrolled in postsecondary education during 1995-96. Unlike earlier studies of student employment, this study distinguished between undergraduates who work primarily to pay for their schooling and those who have established employment which they combine with postsecondary study. About one-half of undergraduates identified themselves as students who work; 29 percent identified themselves as employees who study; and the remaining did not work while enrolled. Students who worked reported working an average of 25 hours per week. Students in four-year institutions or students attending full time were more likely to report working 15 or fewer hours and less likely to report working full time than counterparts enrolled in two-year institutions or those attending part-time. Overall, more than one in four students who worked felt that work adversely affected their academic program. Students working 15 or fewer hours were much less likely than students working more hours to report that work limited their class choices, their class schedules, the number of classes they could take, or access to the library. There was also a clear relationship between academic persistence and work intensity and some indication that students may substitute working for money borrowing. Data re presented in nine tables and charts. (DB)

ED 420 766 CE 076 728

Vocational Education and Training: Directions and Resource Allocations for 1996, 1997, 1998. Report to the Ministerial Council.

PUB DATE- 97
NOTE- 239p.; Three separately published annual reports combined into one document.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Needs; Educational Objectives; Educational Planning; *Educational Policy; *Financial Support; Foreign Countries; National Programs; Needs Assessment; Position Papers; Postsecondary Education; Program Effectiveness; Public Policy; Resource Allocation; *Strategic Planning; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

These three separate reports detail current and anticipated directions of vocational education and training (VET) in Australia in 1996, 1997, and 1998, respectively, and the Australian National Training Authority's recommendations regarding resource allocations for each of the 3 years. Each report examines some or all of the following: VET's planning framework (challenges faced by the VET sector in the year under consideration; the impact of changes in employment levels and the structure of industry on work force demand for VET; the national training system's performance); national strategic directions (best practice and quality assurance, individual client groups, training market development, accreditation, assessment and recognition of training, access and equity); the planning process; planned activities for the year; funding arrangements (approval of profiles, infrastructure funding, total funding outcomes); and recommendations (including recommendations regarding recurrent funding for states and territories and infrastructure funding). All three reports contain appendixes summarizing maintenance of effort and activity by state and territory. In addition, the "1996 Format for Reporting Activity" is appended to the report for 1996, and the "19 x 4 national matrix" is appended to the reports for 1997 and 1998. (MN)

ED 420 802 CE 076 804

YES. The Young-adult Employment Supports Project. School-to-Work Outreach Project 1998 Exemplary Model/Practice/Strategy.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Education Work Relationship; *Emotional Disturbances; *Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; Special Education; Vocational Education; Vocational Maturity; Work Attitudes; Work Experience; *Work Experience Programs; Youth Programs

The Young Adults Employment Supports Project (YES) of Matrix Research Institute (MRI) has been identified as an exemplary school-to-work program that includes students with disabilities. The program serves young persons with serious emotional disorders between the ages of 17-22 throughout Philadelphia who are preparing to exit special education settings. This vocational demonstration and research project provides educational and vocational supports to youth with emotional disabilities in their transition from school to work by helping students attain and maintain employment and access services that were previously unavailable to them. YES's four guiding principles are as follows: member empowerment, family involvement, strong work ethics, and collaboration. The project has three phases: planning and assessment; employment training, job searching and placement, job coaching, and Job Club at MRI; and support through education, counseling, and advocacy services. Collaboration among MRI, the local clubhouse, the Philadelphia School District, Department of Vocational Rehabilitation, and Office of Mental Health provides students, who do not regularly attend school, with opportunities to gain various job skills while gaining academic credit to graduate from high school. (YLB)

ED 420 820 CG 028 535

Henggeler, Scott W.; Schoenwald, Sonja K.; Borduin, Charles M.; Rowland, Melisa D.; Cunningham, Phillippe B.
Multisystemic Treatment of Antisocial Behavior in Children and Adolescents. Treatment Manuals for Practitioners.
PUB DATE- 98
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Antisocial Behavior; Behavior Disorders; Behavior Modification; Children; *Counseling Techniques; *Educational Environment; Elementary Secondary Education; *Family Environment; Family Involvement; High Risk Students; Outcomes of Treatment; *Problem Children; Public Policy; School Role; *Therapy

Antisocial behavior can be reduced if services focus on changing the known determinants of behavior problems in the natural environments in which children and families live. The development of multisystemic treatment (MST) gives mental health professionals a powerful new tool for confronting antisocial behavior in children and adolescents, especially for children at the extreme end of the continuum, those at risk for out-of-home placement. A broad range of knowledge concerning the social-ecological context of antisocial youth is integrated, and evaluation results are presented. The rationale and methods of MST used to produce lasting change in the serious antisocial behaviors of children and adolescents are presented in the following chapters: (1) "Empirical, Conceptual, and Philosophical Bases of MST"; (2) "Clinical Foundations of MST: Nine Treatment Principles, Home-Based Model of Service Delivery, and Guidelines for Clinical Supervision"; (3) "Assessment of Family Functioning"; (4) "Family Interventions"; (5) "Changing Relations with Peers"; (6) "Promoting Academic and Social Competence in School Settings"; (7) "When and How to Conduct Individually Oriented Interventions"; (8) "Family Linkages with Community Supports"; (9) "Outcomes of MST: Findings from Controlled Evaluations"; and (10) "Policy Implications of the Effectiveness of MST." References and index are appended. (EMK)

ED 420 880 CS 216 415

Howard, Robert Glenn

Jimmying Heaven's Gate: A Folk Rhetorical Approach to Internet Communication.

PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Higher Education; *Internet; *Language Role; *Religious Cultural Groups; Rhetorical Criticism
IDENTIFIERS- *Heavens Gate (Religious Cult); *Rhetorical Strategies

In March 1997 Marshal Applewhite and his band of 40 "web site building multidimensional New Agers" committed ritual suicide to pass through where physical bodies cannot go. A folklorist who belongs to an Internet current events newsgroup had been reading Applewhite's posted comments since 1995. On his web page, Applewhite noted how "it is nearly impossible to take advanced, non-human concepts and force them into comprehensible human language." When the group posted, they faced much social recalcitrance. Successful communication on the Internet demands that the communicators be ready and willing to engage in debate. In almost all Heaven's Gate newsgroup posts examined, this Internet norm is completely disregarded. Although the news media focused on Applewhite's use of the Internet to recruit new members, the group made little effort to persuade non-believers, and their most ambitious goal was probably the location of individuals already spiritually prepared for a Heaven's Gate conversion experience. The folklorist, who had been studying Internet millennial communication for almost three years, attempted to approach Heaven's Gate's campaign with an open and educated mind and to follow their arguments. All of their many 1996 postings presented similar evolutionary claims and employed similar rhetorical strategies. Studying the rhetoric of their postings reveals they were looking for individuals already in a spiritual and emotional state that made them ready for an emotive conversion experience. As insane as the beliefs of the Heaven's Gate individuals were, they knew exactly what they intended to do and, by their own standards of judgment as well as by rhetorical analysis, they did just exactly what they wanted to do. (NKA)

ED 420 901 EA 029 099

Goldman, Paul; Tindal, Gerald
Taking School Reform Success to "Scale": Governance and Leadership Issues in Two Restructuring Elementary Buildings.
PUB DATE- 98

NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Mainstreaming; *Mixed Age Grouping; Program Effectiveness; Program Implementation; Research Problems; *School Culture; *School Restructuring; Special Needs Students; *Success
IDENTIFIERS- Paradigm Shifts; *Research Replication

This paper explores the difficulties of extending good, workable educational ideas to entire schools or districts. Two restructured schools that participated in a 4-year collaborative project that involved multi-age primary classrooms, inclusion of special-needs students in regular classrooms, and increasing specificity in assessing student learning. These projects met requirements for systemic change: considering multiple elements, school culture, long-term results, humanistic orientation, and multiple correlates. Teachers in both schools made starting and finishing times more flexible, adapted curriculum and instructional delivery to diverse students' needs, created new collaborative structures for special and regular education teachers, and learned and applied more systematic and curriculum-oriented student learning-assessment tools. Failure to extend successes to intermediate levels may be due to intermediate teachers' inadequate time investment and training, professional jealousy concerning resource allocation, the perception that primary and intermediate elementary students are essentially different, and principals' laissez-faire approach to program integration. The schools' inability to take the primary teachers' paradigm shift to scale is a reflection of powerful societal norms about the nature of schooling. (Contains 50 references.) (MLH)

ED 420 939 EC 306 503

Villani, Christine J.
Meeting the Needs of the Gifted Student in Language Arts and Mathematics: An Evaluative Exploration.
PUB DATE- 98
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Curriculum Evaluation; Intermediate Grades; Interviews; Junior High Schools; *Language Arts; *Mathematics Education; Middle Schools; Private Schools; Problem Solving; Qualitative Research; Reading Instruction; Research Methodology; Special Schools; Student Educational Objectives; Student Needs; Teaching Models; Thinking Skills

This study evaluated the mathematics and reading/language arts curriculum for grades 6 through 8 in an Illinois private school for gifted students. Emphasis was on determining whether the current curriculum meets the needs of these students and whether students are challenged to develop problem solving and critical thinking skills. Evaluation was within the framework of three models of gifted education: the content mastery model, the concept based model, and the process/product model. The qualitative research methodology employed involved interviews with five teachers and 15 students in each of the three grades. In addition, reading/language arts and mathematics classes were observed at least twice for each grade. The study found that, overall, the mathematics and language arts curricula are comprehensive, effective, challenging, creative, and meet the needs of students. The curriculum focuses on the development of the thinking process, is integrative, and allows for independent study and projects. Both the language arts and mathematics curricula incorporate the content mastery and concept based model. In addition, the mathematics curriculum fosters the process/product model. (Contains 19 references.) (DB)

ED 420 959 EC 306 531

Gilmore, Robert J.
U.S. Department of Education. Office of Special Education Programs. Division of Research To Practice. Leadership Grants Funded from 1990-1996. Revised.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Doctoral Programs; *Federal Aid; Graduate Study; *Grants; Higher Education; *Leadership Training; Minority Groups; Postdoctoral Education; *Special Education
IDENTIFIERS- *Office of Special Education Programs

This report presents an analysis and synopsis of doctoral and postdoctoral leadership grants funded by the Office of Special Education Programs, Division of Research to Practice, from 1990 through 1996. Doctoral level training grants typically propose programming for the preparation of a truly integrated professional. Postdoctoral training grants provide training in areas such as new technology and innovative approaches to training special educators and related services personnel. Issues in the leadership grant program are identified, including whether nondoctoral programs in administration are eligible and whether doctoral programs that are not school oriented should be funded. A section of tables and charts provides information on funding levels of new grants each year, grants by type of degree, major focus areas of grants, annual average costs to train students, number of minority grants, and number of minority students in the leadership program. The following section summarizes highlights of new leadership grants awarded each fiscal year from 1990 through 1996. Attached, but not included in the analysis, are complete summaries of new grants awarded in fiscal years 1997 and 1998. (DB)

ED 420 979 EC 306 554

Do You Want to Make a Difference in the Lives of Students with Special Needs? Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Certification; *Disabilities; Educational Legislation; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Federal Legislation; Higher Education; Minimum Competencies; *Occupational Information; Personality Traits; *School Personnel; Services; *Special Education; *Special Education Teachers; Staff Role; Teacher Role; Teacher Shortage

Designed for high school students interested in careers in special education and related services, this guide outlines the different roles of special education and related services professionals who teach and provide specifically designed instruction and services to children with disabilities. It addresses the different disabilities that students may have and federal legislation that requires services to be provided. Profiles are provided of the different types of professionals, including adapted physical educators, art therapists, audiologists, educational diagnosticians, interpreters for students with deafness, music therapists, occupational therapists, orientation and mobility specialists, paraeducators, physical therapists, recreational therapists, rehabilitation counselors, school counselors, school nurses, school psychologists, school social workers, special education teachers, speech-language pathologists, and technology specialists. Professional preparation for becoming a special education or related services professional is addressed and a table provides information on the educational degrees required for these positions. The shortage of special education teachers and related services professionals and the resulting employment opportunities are also discussed and a chart is provided that illustrates the professionals needed for the different disabilities. A list is included of special education and related services professional associations. (CR)

ED 421 062 HE 031 406

Andersen, Lori T.
Development of an Instructional Unit for Educating Faculty and Instructors in the Role of the Tutor in Problem-Based Learning.
PUB DATE- 96
NOTE- 91p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Development; Higher Education; *Instructional Development; Occupational Therapy; Teacher Role; *Tutorial Programs; Workshops
IDENTIFIERS- *Problem Based Learning

This practicum report describes the development of an instructional unit for educating faculty and clinical instructors in the role of tutor in problem-based learning, as applied to two courses in occupational therapy. Emphasis is on the specific content of the unit and appropriate instructional strategies and delivery methods. A search of the literature, committee feedback, and feedback from participants in a pilot workshop all contributed to development of the unit. It was determined that the instructional unit should include knowledge about the problem-based learning method, knowledge about course and tutorial session objectives, and knowledge about such tutorial skills as facilitating learning, providing content knowledge, and demonstrating commitment to the group. The one-day workshop included lectures, group discussions, and participation in tutorial sessions as both students and facilitators. Individual sections of the report include an introduction to the problem, a review of the literature, a discussion of methodology and procedures, presentation of results, and a discussion of conclusions, implications, and recommendations. Among 12 appendices are the pre- and post-test, a tutor evaluation form, a workshop outline, a list of instructional strategies, and handouts and overheads for the instructional unit. (Contains 24 references.) (DB)

ED 421 082 IR 018 801

Marshall-Bradley, Tina; Bradley, George C.
Starting from Ground Zero: Integrating Technology in Education Programs.
PUB DATE- 98

NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Mediated Communication; *Computer Uses in Education; Educational Technology; Faculty Development; Higher Education; *Information Technology; Professional Development; Reference Materials; *Teacher Education; Telecommunications
IDENTIFIERS- South Carolina State University; *Technology Integration; Technology Plans

Several courses taught in the School of Education at South Carolina State University utilize a variety of technologies in conjunction with cooperative learning and collaborative problem-solving to deliver content, while modeling effective strategies for using technology. Faculty and students work together to determine a methodology that is effective. As technology should be integrated as a natural part of the education process, it was felt that all educators should be aware of the functionality of technology through an integrative approach. The use of technology in graduate and undergraduate programs is focused primarily on word processing, databases, statistical packages and spreadsheets, the Internet as a research tool, e-mail as a tool for communicating, and presentation software as a part of classroom instruction and class projects. In addition to student-to-professor interaction, students are encouraged to use e-mail for student-to-student interaction. Many assignments given via e-mail ask students to evaluate the utility of identified World Wide Web sites in assisting them in understanding and developing concepts and projects. CD-ROM sources and advanced research services are available in the libraries. It is the belief of a core group of faculty that technology will allow the school to improve existing instruction, maximize use of current resources, and target new student markets. (AEF)

ED 421 121 IR 018 840

Facciola, Peter C.; Roberts, Ken C.
Interaction of Technology Based Classroom Innovations and Administrative Systems.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Centers; *Computer Uses in Education; Educational Administration; Educational Environment; *Educational Technology; Instructional Innovation; *Learning Laboratories; *Preservice Teacher Education; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Learning Environment; South Mountain Community College AZ; *Technology Integration

This paper explores the challenges that South Mountain Community College (Phoenix, Arizona) faced in order to take advantage of the opportunities computer technology offered in its teacher education program. Three issues are examined which were critical to the effective use of computer technology: (1) the technology itself, including the college's emphasis on open-ended computer tools and the benefits of this technology for students; (2) the classroom learning environment in which the technology was used, i.e., the Dynamic Learning teacher preparation program, a classroom learning environment that invites students to mindfully engage in their studies, particularly when using computer technology; and (3) the administrative changes and challenges needed to facilitate instructional innovations, including budgeting, network infrastructure requirements, administration of the Dynamic Learning computer laboratory, training, off-campus access to technology, and course scheduling. The paper emphasizes how these factors led faculty and administrators to a dialectical process of discussion and action across campus to meet the needs of students. (AEF)

ED 420 860 CS 216 374

Corona, Cathy; Spangenberger, Sandra; Venet, Iris

Improving Student Writing through a Language Rich Environment.

PUB DATE- 98
NOTE- 61p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Classroom Environment; Classroom Techniques; Elementary Education; *Language Enrichment; *Peer Influence; Skill Development; Student Improvement; Vocabulary; *Writing Attitudes; *Writing Improvement; Writing Processes; *Writing Skills
IDENTIFIERS- *Writing Motivation

A program developed interventions for improving student writing in the areas of technique and creativity. The targeted population consisted of students in the first through fourth grades in three different school sites, all being similar upper-middle class communities, located in the suburbs of a mid-western city. The problems that some students experienced with written expression were documented through student and teacher surveys and teacher observation checklists. Analysis of probable cause data revealed that students exhibited a limited writing vocabulary, over-concentration on mechanics, resistance to the process of writing, and environmental restraints such as insufficient time and an inappropriate writing climate. A review of solution strategies suggested by the literature resulted in the selection of three major categories of intervention: enriching the language environment; creating settings that motivate student writing; and collaboration through peer counseling. Post-intervention data indicated a positive change in students' perceptions of themselves as writers. Student writing at all sites showed gains in the areas of vocabulary and process skills. The students responded positively to an enriched writing climate. (Contains 9 tables of data and 31 references; sample forms--a teacher writing survey, a student writing survey, and an observation checklist--are appended.) (Author/CR)

ED 421 102   IR 018 821

Kirby, Elizabeth
Strategies To Support Effective Distance Education Programs in High Schools.
PUB DATE- 98
NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Computer Assisted Instruction; *Course Evaluation; *Distance Education; *High Schools; *Instructional Effectiveness; Nontraditional Education; Physics; School Schedules; Student Characteristics; Student Role; Teacher Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- *Facilitators

An ethnographic, multiple case study research design was used to examine factors that support a successful high school distance education program. Three classrooms from different high schools, each taking the same nationally-offered distance education physics course during the 1994-95 school year, participated. The course was delivered live, via satellite; telephones and a computer keypad system connected students with the remote teacher. The school calendar affected how frequently students missed regularly scheduled distance education classes, which in turn, affected facilitator roles in terms of planning for students to make up missed coursework. Facilitators' primary focus was on classroom management and climate, although they also engaged in planning and instructional tasks. Student aptitudes and other academic skills and experiences affected both students and facilitators. Facilitator background was a contributing factor to facilitator roles. The study supports the notion that the same factors that affect student learning in a traditional classroom also affect learning in a distance education class. It suggests that responsibility for the quality and outcome of high school distance education courses is shared among all components of the distance education system. In addition to course design and school factors, facilitator roles and performance requirements will be defined by the needs of the students. (AEF)

ED 420 922 EA 029 168

Slowinski, Joseph
Administrators in Wonderland: Leadership through the New Sciences.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Environmental Scanning; *Feedback; Productivity; *School Administration; *Social Sciences; *Theory Practice Relationship
IDENTIFIERS- *Chaos Theory

Recent theories associated with physical reality have increasingly been adapted as social-science paradigms. Chaos Theory and Perceptual Control Theory (PCT) are two advances that are applicable to the educational administration field. According to Edward Lorenz's Chaos Theory, profound changes in outcome can arise from small variations of input. Perceptual Control Theory, deriving from Harold Black's 1927 engineering experiments with closed-loop control systems, was applied to social systems by William T. Powers in 1973. According to Powers, individual control systems facilitate behavior by controlling perceptions. Gregory Bateman's Double Description concept is coterminous to viewing multiple realities, since, as PCT ascribes, we are unable to enter another human being's version of reality. By using PCT and Double Description together, an administrator can gain multiple insights into the socio-historic, temporal, or environmental aspects of school policy or teaching. Chaos Theory, PCT, Double Description, and the sense-and-respond paradigm allow administrators to fulfill their critical administrative responsibilities: goal attainment, cultural maintenance, internal integration, and external adaptation. Through this integration procedure, administrators can operate as adaptive, enlightened professionals capable of interpreting external changes while remaining true to their organization. (Contains 12 references.) (MLH)

ED 420 999   FL 025 323

Whiteson, Valerie, Ed.
New Ways of Using Drama and Literature in Language Teaching. New Ways in TESOL Series II. Innovative Classroom Techniques.
PUB DATE- 96
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Difficulty Level; *Drama; *Dramatics; Elementary Secondary Education; Higher Education; *Literature Appreciation; *Second Language Instruction; *Second Languages

The guide contains original and innovative ways to use literature in the second language classroom. The lesson ideas, contributed by teachers, are intended for varied age levels, from young children to graduate students, and come from teachers in all parts of the world. The ideas are divided into four chapters: "Prose"; "Poetry"; "Drama"; and "Mixed Bag," or a combination of two or more genres. Chapters address literature published all over the world, past and current. For each selection, the instructional level is designated, as is the age level in some cases. The ideas include games, storytelling, cooperative and individual projects, reading activities, performances, writing assignments, role-plays, and oral exercises. Most contain references for additional reading. (MSE)

ED 421 043   HE 031 385

White House Initiative on Historically Black Colleges and
Universities. Newsletter, Special Edition: National
Historically Black Colleges and Universities Week.

PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Black Colleges; Government Role; Higher Education;
*Public Agencies
IDENTIFIERS- *National Historically Black Colleges Univ Week

This special newsletter edition presents highlights of the National Historically Black Colleges and Universities Week, held in September 1997. The full text of the presidential proclamation proclaiming the week is presented. The proclamation is followed by photos of activity highlights held during the week by the Department of Education, the Department of Housing and Urban Development, the Department of Labor, the Department of Interior, the Agency for International Development, and the Department of Energy. A listing of other federal agencies which also held commemorative events is attached.(DB)

ED 420 748   CE 076 665

Cohen, Marie
Post-secondary Education under Welfare Reform.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Access to Education; Community Colleges; Educational Legislation; Educational Opportunities; *Educational Practices; *Federal Legislation; Financial Support; *Higher Education; Innovation; *Public Policy; *Statewide Planning; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; *Welfare Reform; Welfare to Work Programs

In the past, post-secondary education has been an option for welfare recipients wishing to increase their earning power. The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA) shifted federal policy and made it more difficult for welfare recipients to pursue a college education. Nevertheless, several work activities that count as participation under PRWORA could be provided by post-secondary education. Furthermore, PRWORA gives states considerable flexibility in establishing a role for post-secondary education in their welfare-to-work programs. When deciding how to use this flexibility, states may want to consider the following issues: the extend to which welfare recipients are allowed and supported in non-vocational post-secondary education; the extent to which states encourage development of shorter-term training programs; how college education can be combined with work to meet work requirements for welfare recipients; and the role of community colleges in providing and coordinating vocational training and other employment services. Research has confirmed the effectiveness of gaining a college degree in increasing an individual's employment and earnings and has revealed several innovative practices in the areas of state support of higher education and community college programs for welfare recipients. (Includes 12 resource contacts and 22 publications.) (MN)

ED 420 785 CE 076 751

Cullen, R. B.
Workskills and National Competitiveness: A Benchmarking Framework. Report No. 1: Benchmarking Australian Qualification Profiles.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 26p.; For report no. 2, see CE 076 752.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Benchmarking; Change Strategies; Check Lists; Comparative Analysis; *Competition; *Education Work Relationship; Educational Change; Educational Economics; Educational Improvement; Educational Needs; Educational Planning; Educational Policy; *Employment Qualifications; Foreign Countries; Human Capital; Job Skills; Job Training; *Labor Force Development; Policy Formation; Postsecondary Education; *Vocational Education
IDENTIFIERS- Australia

A recent study of work skill competitiveness and overall national competitiveness worldwide revealed that 17 countries are more competitive than Australia. Some countries have a relative resource advantage and will be able to extend access to education and training more effectively than Australia will, and some countries have targeted education and training to the emerging needs of their industry base more successfully than Australia has. Analysis of the links between education and training and industry is distorted by a focus on the supply side of the education and training work skills equation. Strategic benchmarking is a process of comparative analysis, target setting, and action designed to focus on continuous improvement. In the case of work skills, benchmarking requires the following: identification of profile gaps, selection of gaps that appear to be linked to industry performance, and development of action strategies to close selected gaps. A framework for comparative evaluation of education and training reform across countries and regions has been developed that focuses on employment outcomes and industry performance and

includes questions examining external benchmarks (to address the reality that education and training reform and industry reform are occurring in many countries) and internal benchmarks (to address internal processes). (MN)

ED 420 940 EC 306 504

Stefanich, Greg P.
Curriculum Development in Teaching Science to Students with Disabilities.

PUB DATE- 98
NOTE- 5p.; Paper presented at the CSUN 1998 Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Science Curriculum; *Science Instruction; Teacher Educator Education; Teaching Methods; Teaching Models; Workshops; World Wide Web

This brief paper describes a project, the Curriculum Development in Teaching Science to Students with Disabilities Project, which provides training to teachers and teacher educators. Participants receive information on teacher education, methods, materials/programs, organizations, media resources, evaluation/assessment alternatives, World Wide Web sites, scientists and engineers with disabilities, management strategies, and service agencies. Disability areas addressed in the workshops include motor/orthopedic impairments, visual impairments, hearing impairments, learning disabilities, attention deficit-hyperactivity disorders, developmental delays, behavior disorders, speech language disorders, autism, deaf/blind, acquired brain injury, other health impairments, and multi-categorical impairments. Five approaches for instructional delivery are covered: (1) explicit teaching, (2) mastery teaching, (3) inquiry teaching, (4) learning cycle or guided discovery, and (5) exploratory learning. The project is being disseminated via pre-conference workshops at major professional meetings and development of support systems for local replication of the project's objectives. (DB)

ED 420 960 EC 306 532

Ferguson, Philip M.; Squires, Jane
Strengthening the Linkages between Schools and Families of Children with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Early Childhood Education; Educational History; Educational Trends; Elementary Secondary Education; *Family Environment; *Family School Relationship; Inclusive Schools; Models; *Parent School Relationship; Research and Development; *Theory Practice Relationship

This monograph reviews the research in linkages between schools and families of children with disabilities. An introductory section offers vignettes showing a typical school/home relationship of a family with a Down syndrome child in either 1958, 1978, or 1998. Part 1 considers what research has found about family functioning in terms of the adaptive family (models of stress and coping), the evolving family (models of family life course development), and the active family (the importance of routine activities for understanding family perspectives). Key research findings on family adaptation to raising a child with a developmental disability are summarized. Part 2 offers principles of collaboration between families and educators, including: (1) family-school collaboration is not consent, co-optation, or collusion; and (2) family-school collaboration should be characterized by access and affirmation. Part 3 offers two examples of activity-based linkages between schools and families: first, an assessment inventory to expand and adapt elementary and secondary curriculum; and, second, family-centered assessment in early childhood. Part 4 identifies some issues in family school linkages, such as the need for family narratives, cross cultural competence and family diversity, and inclusive education. (Contains 71 references.) (DB)

ED 421 022 FL 801 242

Fleming, Douglas
Instructor Autonomy in Curriculum Decision Making: A Study of an Adult ESL Settlement Program.
PUB DATE- 98
NOTE- 136p.; This paper is an abridged version of the author's Masters of Arts in Education thesis completed at the Ontario Institute for Studies in Education of the University of Toronto. Paper presented at the Annual Meeting of the American Association for Applied Linguistics (20th, Seattle, WA, March 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Curriculum Development; *English (Second Language); Foreign Countries; Immigrants; Interviews; *Language Teachers; *Literacy Education; *Professional Autonomy; Second Language Instruction; *Teacher Attitudes; Teacher Role
IDENTIFIERS- Canada

This study examined the views held by five teachers in an adult English-as-a-Second-Language (ESL) program concerning their processes of curriculum implementation in a Canadian immigrant program, focusing on how the teachers assess their own autonomy over curriculum decision-making. Data were gathered in a series of interviews, in which key themes and issues were identified. Drawing on theoretical definitions of "autonomy, agency, and curriculum decision-making" and the history and concept of the teaching situation, the issue of teacher autonomy is applied to this teaching situation. Findings suggest that ESL instructors need curriculum support in a variety of areas to enhance their autonomy, including curriculum guidelines that offer options and suggestions from which to choose, especially in terms of linguistic and thematic content, and increased assistance with or professional development for assessment activities. Interview questions and prompts, letter of consent forms, a personal information questionnaire and "The Instructor's Handbook" table of contents are appended. (Contains 90 references.) (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 420 767 CE 076 731

Equity 2001. Strategies To Achieve Access and Equity in
Vocational Education and Training for the New Millennium.

PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Literacy; *Change Strategies; *Disadvantaged; Educational Improvement; Educational Needs; Educational Planning; Educational Strategies; Foreign Countries; Job Skills; *Job Training; *Literacy Education; Minority Groups; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Australia

This report, based on national consultations with community, industry, and government stakeholders in Australia, as well as an analysis of the recommendations of 60 major reports on access and equity in vocational education and training prepared since 1990, brings together the key strategic areas where cooperative and concerted activity for access is to be improved and equity of outcomes is to be realized. The report discusses why access and equity are concerns and suggests five principles that should be followed to achieve access and equity. It also lists outcomes for access and equity that should be achieved by the year 2001 and ties possible strategies to the outcomes to create a plan. The plan includes the following priorities: (1) improving funding arrangements; (2) making training more relevant; (3) improving discriminatory attitudes; (4) increasing levels of language, literacy and numeracy skills; (5) improving basic work and life skills; (6) improving student and employee support; (7) improving child care provision for students; (8) eliminating bias in competency standards, curriculum, teaching, and course requirements; (9) increasing recognition of prior learning assessments; and (10) improving flexible delivery. An appendix provides a matrix showing causes of disadvantage among various groups of people in Australia. (KC)

ED 420 803 CE 076 806

Re-designing Management Development in the New Europe, 1998.
Report of the Torino Group.
PUB DATE- 97
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; *Business Administration Education; Business Education; *Change Strategies; Continuing Education; Delivery Systems; Economic Change; Educational Change; Educational Cooperation; Educational Improvement; Educational Needs; Educational Opportunities; *Educational Practices; Educational Quality; Educational Technology; *Educational Trends; Foreign Countries; Information Networks; Interdisciplinary Approach; Learning Processes; Lifelong Learning; *Management Development; Needs Assessment; Partnerships in Education; Program Development; Program Evaluation; School Business Relationship; Social Change; Teaching Methods; Total Quality Management; Training Methods; Trend Analysis
IDENTIFIERS- *Europe

This book, which was written by the Torino Group, a team of authors representing the views and experiences of users and providers of management development services in Europe, describes current management development practices across Europe and examines key issues in redesigning management development services. The following topics are discussed in the book's eight chapters: history and current state of the management development sector and recent economic and social trends affecting it; current learning concepts and techniques and the rationale for helping managers learn rather than teaching them; management development in European companies; changing roles of business schools and other external providers of management development services; state of the art information, communication, and other technologies that are likely to enhance learning, and recent innovations in management education; recent developments in partnerships, networking, cooperation, and learning across various boundaries; why management development must add value to client organizations, and how that value can be measured and enhanced; and ways various stakeholders can promote management development, improve its quality, and enhance its practical impact. Twenty-three tables/figures are included. Appended are a list of 32 recommended readings and a summary of major trends and issues in European management development. (MN)

ED 420 821 CG 028 537

March, John S.; Mulle, Karen
OCD in Children and Adolescents: A Cognitive-Behavioral Treatment Manual.
PUB DATE- 98
NOTE- 298p.; Foreword by Edna B. Foa.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Behavior Disorders; Behavior Modification; Children; Cognitive Restructuring; *Counseling Techniques; Counselor Role; Evaluation; *Medical Evaluation; Mental Disorders; Neuropsychology; *Psychotherapy; Therapy
IDENTIFIERS- *Obsessive Compulsive Behavior

A current manual for treatment of Obsessive Compulsive Disorder (OCD) in children and youth using cognitive-behavioral therapy (CBT) is presented. The three chapters of the Introduction present a review of medical diagnosis and assessment of pediatric OCD, psychological assessment techniques, and an overview of treatment. Theoretical background from social learning theory and expert consensus guidelines for treatment of OCD are included. In part 2 the CBT treatment program is presented by sessions: (1) "Establishing a Neurobehavioral Framework"; (2) "Introducing the 'Tool Kit'"; (3) "Mapping OCD"; (4) "Completing the Tool Kit"; (5) "Putting E/RP (exposure plus response prevention) into Action"; (6) "E/RP Continues"; (7) "Family Session I; (8-11) "Moving Up the Stimulus Hierarchy"; (12) "Family Session II"; (13-18) "Completing E/RP"; (19) "Relapse Prevention"; (20) "Graduation"; (21) "Booster Session." Session outlines include goals, steps to be taken, and homework. Part three presents troubleshooting techniques, supplemental treatment interventions, guidelines for working with families. Chapter on "Working with Schools" includes discussion of OCD in school, the role of school personnel, and suggestions for managing symptoms. Handouts, figures, and assessment instruments used in the program are appended along with a section titled, "Resources, Tips for Parents, and Guidelines." (EMK)

ED 420 841   CS 013 230

Cross, B. Jill; Greer, Tracy; Pearce, Mary
Improving Student Reading Comprehension Skills through the Use of Authentic Assessment.
PUB DATE- 98
NOTE- 55p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Critical Reading; Grade 5; Instructional Effectiveness; Intermediate Grades; Middle Schools; *Portfolio Assessment; *Reading Comprehension; Reading Instruction; Reading Skills; *Student Evaluation; *Testing
IDENTIFIERS- *Alternative Assessment; *Authentic Assessment; Illinois (Central)

This report describes an intervention to aid students in demonstrating their comprehension of reading material through an alternative instrument. The target population consisted of fifth grade students in a middle class community in central Illinois. Problems in comprehension were revealed through declining district test scores and teacher observations. Analysis of related data revealed that students arrive at school with varied experiential backgrounds, but are not given a variety of testing situations that would tap into these various experiences. This shows strongly in the area of reading. Traditional testing has only measured what a child can recall or recognize from the presented material. Teachers are concerned with this comprehension problem. A review of solutions strategies suggested in the research resulted in the selection of three major objectives of intervention. The interventions included the use of alternate teaching strategies, the use of student portfolios, and a change in assessment methods to be contrasted with traditional methods. In review of the post-intervention data it was found that a majority of students scored higher when tested authentically in contrast to the traditional testing methods. Class averages on unit tests were also higher on the authentic tests as opposed to the traditional tests. (Contains 2 tables of data, 3 figures, and 31 references; 12 pages of sample forms, including a teacher survey, various types of graphic organizer tests, and other tests, are appended.) (Author/CR)

ED 420 861 CS 216 375

Baghban, Marcia
Conversations Which Extend the Learning Contexts for Literacy: Using Life Stories.
PUB DATE- 98
NOTE- 13p.; Paper presented at the World Congress on Reading (17th, Ochos Rios, Jamaica, July 11-14, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Childrens Literature; Class Activities; Elementary Education; Graduate Study; Higher Education; Learning Activities; Life Events; *Literacy; Methods Courses; *Personal Narratives; *Picture Books; *Reading Assignments; Teacher Education; Teaching Guides; *Writing Assignments
IDENTIFIERS- *Personal Writing; Trade Books

This paper describes a graduate course using biographical materials for teachers to work through their understandings of reading and writing as personal, valuable processes. The course consists of three parts; each session begins with the reading of a children's picture book that deals with reading and writing; next, the class reads the recollections of several famous authors, such as Jack London, Eudora Welty, and James Agee; and finally, each member of the class works on a personal life story to share in class. The paper lists some of the picture books used in the course as: Chris Van Allsburg's "The Wretched Stone"; Patricia Polacco's "Aunt Chip and the Great Triple Creek Dam Affair"; Marie Bradby's "More Than Anything Else"; William Miller's "Zora Hurston and the Chinaberry Tree"; and Zora Hurston's "Mules and Men." A question on the final exam asked how life stories specifically helped teachers; teachers' answers fell into two categories--what they learned about reading and writing, and what they learned to help children in learning to read and write. Contains 23 references. (CR)

ED 420 881 CS 216 419

Cheramie, Deany M.
"Glad You Axed": A Teacher's Guide to Cajun English.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *English; *Language Attitudes; Language Patterns; Language Research; *Language Usage; Linguistics; Literature Reviews; *Regional Dialects
IDENTIFIERS- *English (Cajun); Louisiana

Incorporating an understanding of different varieties of English (particularly Cajun English) and the appropriateness of their use into the language arts curriculum can help speakers of dialects understand the origins of their language and the significance it plays in their lives. Educators who work with students who use Cajun English need to be open to understanding the cultural biases associated with any dialect. A review of research on Cajun English indicates that (1) phonetically, the most distinguishing characteristic is the replacement of the voiceless and the voiced interdental fricatives with the voiceless and voiced alveolar stops /t/ and /d/, the general lack of some diphthongs, and the use of suprasegmental phonemes that differ from Southern or Standard English; (2) the strongest syntactic element is found in the formation of tag questions; (3) Cajun English has a lexicon particular to the dialect; (4) the dialect is an ethnic marker for Cajuns; (5) social attitudes towards the dialect have changed from negative connotations towards speakers of the dialect to a more tolerant acceptance; and (6) the origins of the dialect are well understood as a by-product of Louisiana educational and constitutional law in the early part of the 20th century. While there are some points of disagreement among researchers, all seem to come to the conclusion that Cajun English is an interesting and significant American dialect. (Contains four notes and 48 references.) (RS)

ED 420 902 EA 029 100

Denoya, Laila
How To Create Successful Academic Summer Programs. Fastback 432.

PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Curriculum Development; Elementary Secondary Education; Program Descriptions; Program Development; *Summer Programs

This "Fastback" provides suggestions for expanding or developing an academic summer program, which is an educational strategy that uses a program evaluation to achieve specific goals or outcomes designed to serve a selected student population in a school or community setting during the summer. Although no single model exists for these programs, a number of factors or variables that contribute to success are evident. High-quality programs meet nonnegotiable criteria, such as: safety, good supervision, and cleanliness, as well as negotiable criteria, such as: parent participation, documentation of results, inservice training for staff, avoidance of overlapping services, interagency cooperation, and longevity in the community. Some of the key components of effective programs, include students and staff, recruitment, and funding. Good programs have a focused and articulated vision that recognizes the value of diverse backgrounds, have a solid organizational structure, boast dedicated staff, hold high expectations for students, and have workers who exhibit caring and trust. Logistics also play an important role in any program's success, and various types of programs, general management, risk management, and scheduling are covered. A final section looks at evaluation and its importance to the process. (RJM)

ED 421 000 FL 025 324

Schinke-Llano, Linda, Ed.; Rauff, Rebecca, Ed.
New Ways in Teaching Young Children. New Ways in TESOL Series II. Innovative Classroom Techniques.
PUB DATE- 96
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Class Activities; Classroom Techniques; Daily Living Skills; Drama; Dramatic Play; Elementary Education; Elementary School Students; *English (Second Language); *Games; Literature Appreciation; Music Activities; Preschool Children; Preschool Education; Realia; Second Language Instruction; Story Telling; Writing Exercises
IDENTIFIERS- Content Area Teaching

The collection of class activities for teaching English as a second language (ESL) to young children consists of ideas contributed by classroom teachers. The book is divided into 14 sections: (1) social interaction, including activities ranging from first-time classroom encounters to learning about and working with special-needs children; (2) real-life situations, activities addressing skills needed beyond the classroom; (3) activities in the senses, which heighten students' self-awareness as well as awareness of their relationship to the world; (4) learning through actions, which acknowledge the unique role physical activity can play in reinforcing learning for children; (5) realia, increasing students' attention to the physical characteristics of objects around them; (6-10) literature, art, music, drama, and storytelling, demonstrating ways to enhance learning through forms of self-expression; (11) writing, with activities ranging from forming sentences to creating a school newspaper; (12) content areas, recognizing the role of ESL teachers in teaching or reinforcing content knowledge; and (13 and 14) dice, board, card, and other games, with purposeful language lessons framed in activities that appear to be solely entertainment. Each activity includes notes on appropriate instructional level, objectives, and class time and resources needed. (MSE)

ED 421 044 HE 031 386

Aleman, Ana M. Martinez
The Search for the Great Community: The Multicultural Community and Its Problems. Draft.
PUB DATE- 98
NOTE- 21p.; Paper presented for the John Dewey Society at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; *Cultural Differences; *Diversity (Student); *Educational Philosophy; Higher Education; Minority Groups; *Multicultural Education; Social Integration; *Undergraduate Study
IDENTIFIERS- *Dewey (John)

This paper addresses issues surrounding the ideal of community in American undergraduate education and the challenge of multiculturalism in the context of a feminist interpretation of the pragmatism of John Dewey. A contradictory relationship is seen to exist between higher education's definition of community and multiculturalism; and this paper's interpretation of Dewey is thought to resolve these contradictions. First, the paper discusses the rhetoric of community, especially its origins in nineteenth century Oxford (England), and the results of a year-long study in 1990 to redefine the ideal of community in higher education. Then the paper considers the challenges of multiculturalism, such as a perceived loss of shared values and community, and the response of higher education (desegregate the student body without substantive changes in curriculum, pedagogy, or the college mission). In contrast, viewed in the context of Dewey, multiculturalism becomes a method of thinking, "intelligent learning," which can unite rather than separate individuals, and would enable individuals to communicate sociocultural experiential facts so that all members of the college community can develop shared objectives. The paper concludes that Dewey would see multiculturalism as bringing to undergraduate education the opportunity to communicate, to find commonality, and to establish emergent communities. (Contains 49 footnotes.) (DB)

ED 421 063 HE 031 407

Ruppert, Sandra S.

Focus on the Customer: A New Approach to State-Level Accountability Reporting and Processes for Higher Education.

SPONS. AGENCY- State Higher Education Executive Officers Association.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; *Educational Policy; Higher Education; National Surveys; State Programs; Statewide Planning; Trend Analysis

This paper outlines the dimensions of a customer-focused system of accountability and describes approaches taken at the state level to respond to the information needs of a broader client base for higher education. Section 1 traces current trends in the development and implementation of state-level accountability policy for higher education. It reports on a 1997 survey on performance measures from state and multicampus system representatives in 48 states. Among seven key findings of the survey were: (1) state-level interest in accountability is strong and shows no signs of abating; (2) state policy agendas for accountability continue to emphasize the dual purposes of improvement and accountability; and (3) the most commonly used measures for performance reporting are quantitative indicators of "outcome" or "output." Section 2 describes the information needs of three of higher education's primary sets of customers state legislators, students, and employers based on their perceptions of and expectations for the system. Section 3 outlines some "best practices" involved in developing customer-focused information systems and describes new roles state boards have adopted in using information to shape the market for higher education. (Contains 16 references.) (DB)

ED 421 083 IR 018 802

Luke, Nancy; Moore, Joi L.; Sawyer, Salley B.
Authentic Approaches To Encourage Technology-Using Teachers.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Uses in Education; Educational Development; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; Instructional Materials; Program Development; *Teacher Education; Teaching Methods
IDENTIFIERS- *Technology Integration; Technology Plans

For technology to be integrated into K-12 classroom practice, teacher learning of the technology must occur at the preservice and inservice levels. Three suggested approaches to encourage technology learning and subsequent use by preservice and inservice teachers are: (1) finding the self in the technology (preservice teacher education); (2) "if you build it they will come"--involving teachers in the development of technology tools to encourage use (inservice training); and (3) helping future practitioners toward a vision of themselves as technology-using teachers (the bridge between preservice and inservice). The ideas that fall under these three approaches are suggestive only; teacher educators must decide what activities and approaches are appropriate in their particular settings. It is especially important to continue the dialogue concerning innovative and effective approaches to technology education for preservice teachers. As future teachers feel prepared to teach in a technology-infused classroom, they will help their students interact successfully in a technology-infused society both inside and outside the K-12 classroom. (AEF)

ED 421 122 IR 018 841

Hamilton, Marc D.
Implementing Technology in Flowing Wells Schools: An Analysis of Leadership.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794. Figures will not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Curriculum Development; Educational Administration; *Educational Planning; *Educational Technology; Elementary Secondary Education; Financial Support; *Leadership; *Management Teams; School Districts; Staff Development; Strategic Planning
IDENTIFIERS- *Technology Integration; Technology Plans

This paper discusses technology implementation at Flowing Wells, a 10-school district in Tucson, Arizona. The leadership strategies employed by the assistant superintendent, coupled with the district's core values, brought together a cadre of teachers, parents, and administrators focused on assembling the foundation of the district's technology initiative. Ad hoc committees were assembled around the following four themes: curriculum, business and community partnerships, management and fund procurement, and staff development. After establishing a vision for successful technology implementation, the technology team outlined benchmarks that would reveal the extent to which the written vision was being accomplished. Each committee assessed the needs of its respective areas of concern. The curriculum committee built the district's K-12 technology curriculum around the fundamental paradigm that computers and communications equipment are tools designed to get important tasks accomplished. The business and community partnerships committee sought to find a creative solution to equipment needs through leasing the technology. The management committee assessed the communication needs of the district in addition to aggressively searching for alternative funding sources. The staff development team articulated the goal of guaranteeing quick and effective technology implementation in the classroom; training modules for Microsoft Windows and Office were developed. (AEF)

ED 420 923 EA 029 170

Governor's Commission on Educational Excellence for the 21st Century: Final Report Presented to Governor Terry E. Branstad.

PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Community Involvement; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; *Instructional Improvement; Lifelong Learning; Parent Participation; State Action; *Teacher Expectations of Students
IDENTIFIERS- Continuous Improvement; *Iowa; Learning Communities

In 1997, Governor Terry Branstad appointed 14 Iowa citizens, educators, and leaders to a special commission to create a vision and roadmap for the state's prekindergarten through 12th grade educational system. Working groups assisted the commission by addressing issues and drafting recommendations in four key areas: high expectations for students, instructional program quality, student achievement, and parent and community involvement. The commission envisioned opportunities for students to develop needed skills, development of community-generated performance indicators, a lifelong continuum of educational services, and schools' transformation into active, community-oriented learning centers. The commission believes that Iowa schools will have more flexible schedules; challenging curricula; updated technologies; well-prepared, professionalized teachers; collaborative, visionary administrators; and parents as full decision-making partners. The commission's recommendations for excellence are based on three principles: strengthening the local autonomy of Iowa's schools and districts; establishing a commitment to continuous improvement; and aligning the state's leadership, oversight, and funding role with these goals at the school level. Recommendations are organized around six major themes: accountability for student achievement; strategies to improve achievement for all students; school readiness; a transformed education profession; strong family, community, and school relationships; and financial support. (MLH)

ED 420 980 EC 306 555

Adapted Physical Education Teacher. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Certification; *Disabilities; Educational Assessment; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Evaluation; Higher Education; Inclusive Schools; Minimum Competencies; *Occupational Information; Personality Traits; *Physical Education Teachers; Student Motivation; Teacher Role

Designed for high school students interested in careers in special education and related services, this leaflet outlines the role of the adapted physical education teacher. It addresses the nature of the work, the education required, personal qualities that teachers should have, job outlook and advancement, and how to prepare for a career as a adapted physical education teacher. Adapted physical education teachers are described as helping students with mild, moderate, and severe disabilities participate in physical education classes. They use the results of medical, psychological, sociological, and educational assessments to study the nature and causes of disabilities and to design appropriate physical activities. The educational requirements for an adapted physical education teacher vary by state. Approximately 17 states have specific certification requirements for adapted physical education, which usually includes a bachelor's degree in physical education with 6-18 credits and some type of practicum in adapted physical education. Adapted physical education teachers need to believe in the value of physical exercise for every student and be able to motivate all students in an inclusive classroom. A profile of an adapted physical education teacher is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 023 FL 801 243

Auerbach, Elsa; Barahona, Byron; Midy, Julio; Vaquerano, Felipe; Zambrano, Ana; Arnaud, Joanne
Adult ESL/Literacy from the Community to the Community: A Guidebook for Participatory Literacy Training.
PUB DATE- 96
NOTE- 240p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Agency Cooperation; *Community Programs; Educational Strategies; *English (Second Language); Haitian Creole; Higher Education; Internship Programs; *Literacy Education; Mentors; *Native Language Instruction; Program Descriptions; Program Development; Second Language Instruction; Second Language Programs; Spanish; Spanish Speaking; *Teacher Education; Teaching Methods

This guide draws on experience and lessons learned in a collaborative project between three adult education programs, the University of Massachusetts at Boston, the Boston Adult Literacy Fund to present a model for training immigrants and refugees as adult ESL and native language literacy instructors in their own communities. The model is characterized by these elements: community leadership development; a participatory approach to literacy instruction; a participatory approach to teacher training; native language adult literacy instruction; and collaboration between community-based and other agencies for program development and implementation. Mentors from each of the agencies involved worked with teacher interns from the participating communities, and training took place at several sites. The communities involved were Haitian and Central American. The guide contains seven sections: an introduction giving background information on the program and the resulting guide; a more detailed description of the program and its features; information on the project structure and participants; the approach to training taken in the program's training components; the transition from training to teaching; evaluation approach and methods; and project results. Supporting documentation and sample training workshop materials are appended. Contains 59 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 421 103 IR 018 822

Harris, Judi

Form Follows Function: Designing Web Pages To Support Educational Projects.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer Uses in Education; Cooperative Programs; *Design Preferences; Educational Resources; Information Services; Information Sources; Program Development; *Screen Design (Computers); Telecommunications; Teleconferencing; *World Wide Web
IDENTIFIERS- *Educational Information; Home Pages; *Web Sites

This paper examines aspects of some World Wide Web-based educational telecomputing projects to illustrate 10 different project Web page functions. These include: (1) giving a project overview or introduction to the goals and operational structure for the project; (2) announcing curriculum-based projects, inviting participation, and providing links to relevant networked resources; (3) providing instructions to telecollaborators on how to participate in the project; (4) serving as virtual places for participants to exchange information; (5) creating an open-ended form of multimedia communication; (6) providing project-related resources; (7) presenting chronologies of past and ongoing project work; (8) providing viewing space to showcase participants' creations; (9) serving as multipurpose centers, combining several project-related functions; and (10) offering electronic services that can help to initiate new curriculum-based telecomputing projects. Sample Web pages are included to illustrate these functions. (AEF)

ED 420 749 CE 076 666

Savner, Steve; Greenberg, Mark

Community Service Employment: A New Opportunity under TANF. Revised Edition.

SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; *Community Services; Economically Disadvantaged; *Employment Programs; Employment Services; Federal Aid; Federal Legislation; *Job Development; Job Placement; State Programs; Statewide Planning; *Welfare Recipients
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; *Temporary Assistance for Needy Families

Under Temporary Assistance for Needy Families (TANF), states face steadily increasing work participation requirements. The TANF structure presents one new option: the ability to use TANF funds for community service employment in wage-paying, publicly funded jobs designed to provide work for individuals and to address unmet community needs. A program of community service employment can offer a set of distinct advantages over the usage of unpaid work experience programs in return for receipt of TANF assistance. Among the advantages of a community service employment approach are the following: (1) programmatically, a job paying wages will seem, and be more like work, than will a slot in a work-for-welfare program; (2) fiscally, both the individual and the state would benefit, because individuals earning a wage will qualify for the federal Earned Income Tax Credit; and (3) in some circumstances, community service employment could function as an alternative to welfare, rather than just as the terms under which a family received welfare. A state considering a wage-based approach faces numerous choices: how wage-based positions should be used; whether wage-based positions would primarily be in state or local government; what the appropriate contribution is by the organization that receives an employee; and whether waged positions should primarily be viewed as training slots or as providing employment opportunities of the last resort for persons unable to attain unsubsidized employment. (YLB)

ED 420 786 CE 076 752

Cullen, R. B.
Workskills and National Competitiveness: External Benchmarks.
Report No. 2: Benchmarking Australian Qualification Profiles.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 97
NOTE- 103p.; For report no. 1, see CE 076 751.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Benchmarking; Change Strategies; Check Lists; Comparative Analysis; *Competition; *Education Work Relationship; Educational Change; Educational Economics; Educational Improvement; *Educational Needs; Educational Planning; Educational Policy; *Employment Qualifications; Foreign Countries; Human Capital; Job Skills; *Labor Force Development; Policy Formation; Postsecondary Education; *Vocational Education
IDENTIFIERS- *Australia; Germany; New Zealand; Singapore; United Kingdom; United States

Although education and training should be a source of relative advantage for Australia, the competitive benefits expected from the nation's "clever country" strategy have been slow to emerge. When 22 countries including Australia, Germany, Singapore, the United Kingdom, United States, and New Zealand were compared from the standpoint of 8 factors contributing to national competitiveness, 17 countries were deemed more competitive than Australia. Three factors (infrastructure, government, and people) were identified as likely drivers of Australian competitiveness, and three others (internationalization, domestic economic strength, and science and technology) were identified as likely restraints on competitiveness. The following strategies for improving the competitiveness of Australian work skills were proposed: match qualification growth of key competitors; develop an integrated qualification framework that can be applied to post-compulsory schooling and vocational programs; address Australia's post-compulsory profile gap and profile age gap; improve the alignment of education and training and industry work skill priorities; and use ongoing benchmarking and evaluation processes to implement effective continuous improvement strategies for education and training. (Thirty-one tables/figures are included. Appended are the following: comment on the development of comparative qualification frameworks; alternative Australian qualification measures; and procedures for measuring the relationship between qualification stocks and national competitiveness.) (MN)

ED 420 941 EC 306 505

Gitlow, Lynn; Gilmer, Debbie; Mintz, Barbara; Kurtz, Alan;
Bilodeau, Colette

An Innovative Training Project: Enhancing the Capacity of School Personnel in Maine To Promote the Use of Alternative Communication Strategies for Students with Disabilities.

SPONS. AGENCY- Maine State Dept. of Education, Augusta.
PUB DATE- 98
NOTE- 5p.; Paper presented at the CSUN 1998 Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; *Communication Disorders; Conferences; Distance Education; Elementary Secondary Education; *Inservice Teacher Education; Program Evaluation; Resource Materials; *Severe Disabilities; Staff Development; State Programs; Teamwork; Technical Assistance; Training; Workshops
IDENTIFIERS- *Facilitated Communication; Maine

This brief paper describes an innovative training project, the Augmentative, Assistive, and Facilitated Communication project, designed to enhance the capacity of school personnel to use alternative communication strategies with children having severe communication impairments. The project has provided training and technical assistance to school personnel, developed and disseminated model materials, and developed communication systems for 10 students selected as the project demonstration participants. Ten interdisciplinary teams from 10 schools in Maine, each supporting a student with a severe communication impairment, were provided a 2-day workshop on augmentative, alternative, and facilitated communication. Following the workshop, participants received monthly on-site and distance technical assistance in implementing the communication system. A state-wide conference of all 10 teams is planned, following which the project will be formally evaluated. (DB)

ED 420 961 EC 306 533

Piirto, Jane
Understanding Those Who Create. Second Edition.
PUB DATE- 98
NOTE- 444p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Artists; Athletes; *Cognitive Measurement; *Creative Development; Creative Writing; *Creativity; Definitions; Elementary Secondary Education; *Gifted; Individual Characteristics; Mathematics Education; Parent Participation; *Personality Traits; Problem Solving; Scientists; Talent; Test Reliability; Test Validity

This book synthesizes research findings on creativity and talent development. Part 1, "Definitions and Processes of Creativity," discusses the definition of creativity, creativity and psychology, federal definitions of giftedness and creativity, psychological research on creativity, traditional theories of the creative, common descriptions of the creative process, newer theories of the creative process, creativity as the process of a life, the creative process as cognitive science, and the creative problem-solving process. Part 2, "Creativity Assessment and Training," addresses creativity testing, validity and reliability of creativity tests, studies of significant results, using personality questionnaires, personality and behavior checklists, promising testing practices, and creativity training. Part 3, "Personality and Intellectual Characteristics of Creative People in Various Domains," discusses predictive behaviors and crystallizing experiences of visual artists and architects; creative writers and children with extraordinary writing talent; creative scientists, mathematicians, inventors and entrepreneurs; musicians, conductors, and composers; and physical performers, including actors, dancers, and athletes. Part 4, "How To Enhance Creativity," provides strategies for encouraging creativity through motivation and schooling and ways that parents and teachers can enhance creativity in children. Each of the 12 chapters concludes with a list of summary statements that summarize insights contained in that chapter. (Contains approximately 450 references.) (CR)

ED 420 768 CE 076 732

Flexible Delivery Pilots. 1995/96. Bringing Training to Your Fingertips.

PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Continuing Education; Corporate Education; *Delivery Systems; Distance Education; Educational Innovation; *Flexible Progression; Foreign Countries; *Job Training; *Nontraditional Education; *Pilot Projects; Postsecondary Education; Teaching Methods; Vocational Education
IDENTIFIERS- *Australia

This summary report provides an overview of 23 pilot projects conducted in Australia to provide job training in more flexible modes. Each one- or two-page summary describes the following: state in which the project was conducted, flexible approach used, aims/methodology, participation/access, achievements/challenges, suggestions/dissemination, and contact information. Some common areas of achievement in the pilot projects include the following: web servers being set up; web pages being created; information, modules, and courses being made available over the Internet; and the professional development of staff. Issues identified through the pilots included the need for continual software and hardware upgrades, the rate that equipment becomes obsolete, the high cost of equipment, the threat of contracting a virus over the Internet, and the incompatibility between certain new software packages with the software already existing in the organization. (KC)

ED 420 822 CG 028 539

Doran, Matt; Smith, Allyson; Hoppel, Andrea; Morse, Laura; Edwards, Mike; Hamilton, Jared; Simonin, Danielle; Maloney, Colleen; Underwood, Michelle; O'Donnell, Shannon; Wright, Cara; Chambliss, Catherine

Informing Students about the Variable Quality of Psychological Internet Resources: Sites Targeting Substance Abuse Problems, Emotional Disorders, and the Needs of Parents.

PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Autism; Behavior Disorders; Emotional Disturbances; *Information Sources; *Internet; *Mental Disorders; Validity
IDENTIFIERS- Manic Depression

The development of the Internet has provided an entirely new means of obtaining psychological healthcare. Web sites have been set up for the purpose of providing information about psychological problems and administering help. Unfortunately, the quality of these sites is not regulated and therefore varies widely. An author-devised rating scale was used to assess six dimensions of site quality, including accuracy, practicality, normalization, sense of belonging, referral, and feedback mechanisms. The present investigation provides descriptive information about the nature of the sources evaluated. It also permits a comparison of the relative quality of the available sites across three different content domains: the needs of parents, substance abuse problems, and emotional disorders. A total of 210 web sites which included three different psychological problem categories (autism, bipolar disorder, and depression) were studied. Availability of quality resources and prevalence of the problems being targeted was not positively associated. This study helps to specify areas of unmet need and may assist in the development of additional resources on the Internet. The rating scale is appended. (Author/EMK)

ED 420 842 CS 013 231

Bowman, Leigh A.; Carpenter, Jan; Paone, Rose Ann
Using Graphic Organizers, Cooperative Learning Groups, and Higher Order Thinking Skills to Improve Reading Comprehension.
PUB DATE- 98
NOTE- 57p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Cooperative Learning; Grade 6; *Instructional Effectiveness; Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Improvement; *Thinking Skills
IDENTIFIERS- *Graphic Organizers; Illinois (West)

This project paper described a program for increasing reading comprehension. The targeted population consisted of sixth grade students at River Bend Elementary School in a middle class community located in western Illinois. The problem of a steady decline in reading comprehension was documented by the Illinois Goals Assessment Program, Iowa Tests of Basic Skills, curriculum reading tests, and teacher's observation. Analysis of probable cause data revealed that students lacked self esteem, chose to watch television instead of read, and did not value education; curriculum content is new and untested; teaching styles have not met learning styles; at-risk students have been transferring to the school from within the district; grade level expectations have been lowered; parents lack interest in their child's education; and teachers reported that students do not apply reading strategies independently and read less frequently in their spare time. Professional consensus revealed that students do not implement comprehension strategies on their own. A review of solution strategies suggested by cited authors, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: the implementation of cooperative learning groups, higher order thinking skills, and graphic organizers. Results indicated a substantial increase in reading comprehension. (Contains 40 references, and three tables and five figures of data. Appendixes contain samples of surveys, reading inventories, cooperative lesson plans, higher order thinking skills lessons, and graphic organizers.) (RS)

ED 420 903 EA 029 102

Thomas, M. Donald; Davis, E. E.
Legal and Ethical Bases for Educational Leadership. Fastback 426.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Ethics; Guidelines; *Instructional Leadership; *Leadership; *Leadership Responsibility; Legal Responsibility
IDENTIFIERS- *Educational Leadership

The booklet is intended as a practical guide in leadership for those planning to become educational leaders. It presents a framework of educational values and explores leadership effectiveness within the parameters of an appropriate education for children. Reflected in the discussion are the principles that leaders should adhere to when devising educational policy. The first section presents the bases for educational leadership, listing the basic principles-- presented as moral dimensions--that guide the acts of school leaders. Section 2 provides a case study to understand better the relationship between principles of leadership and decision making. It is intended to help the reader analyze "how" decisions should be congruent with basic principles of educational leadership. Section 3 looks at educational leadership in the future, articulating the challenges schools will face in the 21st century. The last section presents conclusions and recommendations to guide readers as they prepare for leadership positions. (RJM)

ED 420 904 EA 029 106

Reaching Out to Neighborhoods: Communities and Universities Working Together. Final Report.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC. Office of Policy Development and Research.
PUB DATE- 98
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Development; *Cooperative Programs; *Economic Impact; Higher Education; Policy Formation; Program Development; Public Policy; *School Community Relationship
IDENTIFIERS- Arizona State University

This report presents a U.S. Department of Housing and Urban Development Community Outreach Partnership Center (COPC) grant that enabled Arizona State University (ASU) to form a partnership where ASU applied university research and expertise to some of Phoenix's most difficult urban problems. COPC activities were designed to address needs identified by the community in the areas of economic development, community organizing and planning, and education and work-force development. The text outlines the origins and purpose of COPC, how the COPC team was assembled, and how the foundation for COPC work was laid. It shares details on project implementation, describing the use of expanded community outreach, the application of research, and the publication of research reports and findings. The lessons learned, collaboration and partnership building, and disseminating results are also provided. On balance, the ASU COPC community feedback was positive and affirming. It is suggested that if outreach and applied scholarship are to become integrally woven into the fabric of university practice, institutional endorsement must be explicit. Five appendices provide information on ASU COPC, feedback from community partners, and information on student community service. (RJM)

ED 421 045 HE 031 387

Policies and Practice: A Focus on Higher Education Retention.
PUB DATE- 97
NOTE- 149p.; Based on a February 1995 interactive videoconference, "Retention Strategies for Campus Diversity," produced by the American Association of State Colleges and Universities and the Public Broadcasting Service's Adult Learning Satellite Service.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Persistence; Access to Education; Accountability; College Students; Compliance (Legal); *Diversity (Student); *Dropout Prevention; Equal Education; *Higher Education; *School Holding Power
IDENTIFIERS- American Association of State Colleges and Univs; Student Loan Marketing Association

This book, based on a discussion at an interactive videoconference, examines student diversity issues and retention strategies in the context of the Sallie Mae National Retention Project that addressed state expectations for more accountability and federal reporting requirements on graduation and retention. The eight chapters focus on equity as it applies to fostering the values of diversity and inclusion, as well as on ensuring educational achievement and success. Individual chapters are: (1) "AASCU/Sallie Mae National Retention Project" (Kenneth E. Redd and Joyce A. Scott); (2) "Toward More Systemic Retention Strategies" (Richard C. Richardson, Jr., and Mary Aleta White; (3) "Looking at Maryland Higher Education: Teaching and Learning Practices and Student Retention" (Pamela G. Arrington); (4) "From Shifting Sands to Bedrock: Equity as Excellence via Pedagogical Pluralism" (Joel M. Jones); (5) "Improving Student Retention: The Role of the University President" (Ruben Arminana, Drew Calandrella, and Donald Farish); (6) "A Comprehensive Approach to Enhancing Student Retention and Graduation" (Vera King Farris); (7) "Academic Advising-Key to Student Retention" (Robert E. Glennen); and (8) "Retention Strategies for Campus Success" (Rosario Martinez). (Individual chapters contain references, and a comprehensive bibliography concludes the book.) (DB)

ED 421 064 HE 031 408

National Student Loan Data System. Participant's Guide.
PUB DATE- 98
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College Administration; Compliance (Legal); *Computer Software; *Databases; Eligibility; Higher Education; *Recordkeeping; Student Financial Aid; *Student Loan Programs; Workshops
IDENTIFIERS- Higher Education Act Title IV; *National Student Loan Data System

This guide provides the materials necessary for a two-day 10-session workshop on the National Student Loan Data System (NSLDS) and is intended for appropriate personnel at institutions of higher education. Main objectives for participants in the workshop include being able to, first, explain how NSLDS works; second, navigate through the NSLDS function screens effectively; and, third, use NSLDS to comply with Title IV student financial aid requirements. The 10 sessions cover the following topics: (1) overview of NSLDS and its functions, (2) timelines, (3) problem resolution, (4) connecting to NSLDS, (5) school and third-party servicer responsibilities, (6) software setup, (7) student eligibility, (8) borrower tracking, (9) student status confirmation reports, and (10) wrap-up. Provided for each session are: a list of session objectives, a list of session contents, and the session material, displayed in half pages to allow space for note-taking during the presentation. (DB)

ED 421 123 IR 018 842

Schulz-Hamsa, Irene
Inclusion and Technology: A Marriage of Convenience for Educational Leaders.
PUB DATE- 98
NOTE- 4p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Curriculum Development; *Educational Administration; Educational Environment; Educational Needs; *Educational Technology; Elementary Secondary Education; Equal Education; Futures (of Society); *Inclusive Schools; Mainstreaming; *Special Education; *Special Needs Students
IDENTIFIERS- Access to Technology; *Technology Integration

Inclusive education (i.e., the elimination of special education as a separate classroom in isolation from the mainstream of the education process) poses a significant challenge to educational leaders of the 21st century. Leaders of the next generation need to commit teachers to acquiring a repertoire of new teaching practices that weave technology into the curriculum--all within heterogeneous groupings of students. A prevalent issue that emerges for educational leaders in the use of instructional technology concerns access and equity. Cost benefit versus cost efficiency in improving educational outcomes is also a consideration for administrators. Educational leaders must prioritize computer acquisition, installation, and replacement as crucial to the success of an educational organization; they need to focus on the role of the computer in providing vocational skills and in easing the transition from school to work. The vision of inclusion is one in which students, both regular and those with special needs, interact in a technologically-supportive environment. The computer must be personified as a diplomat of public service--a non-threatening purveyor of knowledge that assists educational leaders of the future with the ultimate challenge: the delivery of educational services to academically, behaviorally and culturally diverse students. (AEF)

ED 420 804 CE 076 807

From Pilot Schools to Reform Strategy: Outcomes of the Phare Programme Reform of Vocational Education and Training.

PUB DATE- 97
NOTE- 501p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Access to Education; Change Strategies; Curriculum Development; Economic Development; Education Work Relationship; Educational Administration; Educational Change; Educational Legislation; *Educational Objectives; *Educational Policy; Educational Quality; Educational Research; Educational Trends; Financial Support; Foreign Countries; Futures (of Society); Global Approach; Government School Relationship; Inservice Teacher Education; International Educational Exchange; Lifelong Learning; Management Development; Needs Assessment; Partnerships in Education; Position Papers; Postsecondary Education; Program Administration; Research and Development; School Business Relationship; School Community Rel *Czech Republic; Europe (Central); Europe (East); Europe (West); *Learning Society
IDENTIFIERS- *Czech Republic; Europe (Central); Europe (East); Europe (West); *Learning Society

This document contains 18 policy, synthesis, and analysis papers and foreign experts' contributions examining the following topics: challenges facing vocational education and training (VET) in the Czech Republic; the main aims and strategies of reforming the country's VET system; the role of VET in transforming the republic into a learning society in the Czech Republic and elsewhere in Central and Eastern Europe; reform strategies and policies that have been used in the West; and the Czech Republic's policy options with regard to reform of its VET system. The following papers are included: "Education for Prosperity: Towards a Learning Society"; "Curriculum Assessment/Certification/Quality Assessment/Teacher Training" (Bohumil Janys); "Management/Financing/Social Partnership" (Jaromir Coufalik); "Legislation/Research and Development/Internationalisation" (Jan Kovarovic); "Curriculum, Assessment, and Certification" (Pavel Petrovic et al.); "Teacher Training" (Jana Svecova et al.); "Management" (Frantisek Bacik et al.); "Financing" (Igor Hartman et al.); "Legislation" (Jaromir Krejci et al.); "Social Partnership" (Jan Hrabek et al.); "Quality Assessment" (Michal Karpisek et al.); "Research and Development/Internationalisation" (Jana Hendrichova et al.); "International Developments in the Area of Curriculum Development" (David Parkes); "Assessment and Certification of Vocational Qualifications" (Olivier Bertrand); "Qualification Structure and Quality Control in Vocational Education and Training" (Ben Hovels); "Preparing Educational Leaders to Implement Reform: Lessons from Eastern Europe" (David Oldroyd); "Management of Education: An Overview of the International Context" (Gabor Halasz); "The Financing of Vocational Education and Training in Europe: An Examination of Recent Developments" (Jean-Pierre Jallade); and "The Involvement of Social Partners in the Development of Vocational Education and Training" (Jean-Marie Luttringer). Appendices contain a brief description of the Phare VET reform program in the Czech Republic and 161 references. (MN)

ED 420 862 CS 216 376

Matsuda, Paul Kei

Composition Studies and Second-Language Writing: A History of the Disciplinary Division of Labor.

PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; English (Second Language); *Foreign Students; Higher Education; Intellectual Disciplines; *Student Needs; *Writing (Composition); *Writing Instruction; Writing Teachers
IDENTIFIERS- Conference on Coll Composition and Communication; Historical Background; *Nonnative Speakers

Just like their native-English-speaking peers, the many international students participating in United States higher education are subject to the institutional practices of composition studies. Those international students who are also English as a Second Language (ESL) students have special needs. In addition to the obvious grammar problems, many come from rhetorical traditions where conventions of written discourse are different from those valued by native speakers of English. Their expectations of teacher-student relationship as well as the notion of collaboration may not be compatible with expectations shared by the teacher and their American peers, and they may not share the cultural assumptions that are taken for granted by their teachers and classmates. Few composition theorists, however, seem to include second-language perspectives in their discussion, and empirical studies have traditionally been excluding ESL writers. Second-language writing issues are also absent from the history of composition studies. When World War II's end brought a large number of international ESL students to American higher education, ESL became a concern among members of the Conference on College Composition and Communication. But ESL became separated from composition studies when TESL and composition both became "professionalized." The attitude of separation became formalized at a 1965 workshop whose participants recommended that speakers of English as a second language should be taught in special classes by teachers with training in the field. However, both ESL and composition specialists should be prepared to work with ESL writers. (Contains 12 references.) (NKA)

ED 420 882 CS 216 421

Sullivan, Dale L.
Legitimizing Technical Communication, 1985 and 1998.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Intellectual Disciplines; Journal Articles; Literature Reviews; *Professional Development; Scholarly Journals; *Technical Writing
IDENTIFIERS- Academic Discourse Communities; Discipline Based Research; Epideictic Rhetoric; *Professional Literature; *Technical Communication

This paper examines and comments on the rhetorical dimension of legitimation apparent in the articles in the professional literature of technical communication--this dimension is the epideictic aspect of professional rhetoric. Michael Halloran has shown that epideictic is that dimension of all rhetorical acts which strives to show that the rhetor is representative of the culture in which she or he claims membership. The paper focuses on articles and books that have appeared since 1985. It finds that little has changed: technical communication is still a field that appeals to the ethos of business and industry and to the ethos of the academy; studies practices in industry; tries to suggest improved teaching methods; and tries to make connections with theories outside the field. As in 1985, the uneasy situation of technical communication--its unclear dwelling place--continues to generate laments that writers of text books tend to ignore research in the field. Some significant changes have been found, however: (1) the volume of material in the field is much larger; (2) the caliber of the work appears to be considerably more rigorous; and (3) the areas of specialization are more clearly defined. (Contains a 62-item bibliography.) (NKA)

ED 420 924 EA 029 179

Seitsinger, Roy M., Jr.
Elementary Schools with Mandated or Voluntary School-Site Decision Making: A Multiple Case Perspective.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Critical Theory; Elementary Education; Focus Groups; Governance; Interviews; Middle Class Parents; *Parent Participation; Participative Decision Making; *Power Structure; Principals; *School Based Management; School Culture; Socioeconomic Status; Teacher Participation; *Voluntary Agencies
IDENTIFIERS- *Mandatory Programs

This study explores, from a critical-theory perspective, the relationship of power among stakeholders in either a mandated or voluntary elementary-school-site decision-making body (SSDMB). The purpose is to describe, explain, and clarify complexities regarding the influence exerted by parents on the decision-making process in two selected elementary schools. A case study format is used with a naturalist methodology that includes semistructured interviews, nonparticipant positioned observations, focus groups, and document analysis. Findings suggest: (1) no relative difference between mandated and voluntary school-site decision-making bodies; (2) parent participation in school governance is defined by socioeconomic status; (3) principals remain key to school governance implementation; (4) participating parents do feel more connected and informed, but become trustees of the status quo; and school-size decision-making bodies are not an effective reform strategy. Parents are restricted by their own involvement in the dominant school culture, by authoritarian/administrative state controls, and by effective, organizationally vested principals. There must be a change in the system that addresses conventional organizational thinking. If SSDMBs remain a narcissistic strategy of middle-class populists, schools will not change and a potentially radical strategy will be nullified. Contains 70 references. (MLH/Author)

ED 420 981 EC 306 556

Occupational Therapist. Careers in Special Education and Related Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; *Disabilities; Elementary Secondary Education; *Employment Opportunities; Employment Qualifications; Higher Education; Minimum Competencies; *Occupational Information; *Occupational Therapists; *Occupational Therapy; Personality Traits; Staff Role

Designed for high school students interested in careers in special education and related services, this guide outlines the role of the occupational therapist. It addresses the nature of the work, the education required, personal qualities that occupational therapists should have, job outlook and advancement, and how to prepare for a career as an occupational therapist. Occupational therapists are described as using purposeful activities with people who need to develop or regain skills to learn, play, be employed, and care for themselves. School-based occupational therapists serve children who are developmentally delayed, children with emotional, mental and physical disabilities, children with learning disabilities, and children who are at-risk for developing problems. The minimum educational requirements for an occupational therapist is a bachelor's degree, but most states require occupational therapists to obtain a license to practice. This usually means attending an accredited program that includes a supervised clinical internship for at least 6 months and taking a certification examination. Personal qualities that school occupational therapists should have include patience, maturity, tactfulness, and creativity. A profile of an occupational therapist is provided to illustrate the challenges and benefits of the job. (CR)

ED 421 001 FL 025 325

Fantini, Alvino E., Ed.
New Ways in Teaching Culture. New Ways in TESOL Series II. Innovative Classroom Techniques.
PUB DATE- 97
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Cross Cultural Training; *Cultural Awareness; *Cultural Education; *English (Second Language); *Intercultural Communication; Second Language Instruction; *Sociolinguistics

The collection of essays and ideas for exploring culture in the English-as-a-second-language (ESL) classroom presents contributions by teachers around the world. An introductory section contains five articles that offer a theoretical and conceptual framework for including culture and intercultural dimensions in ESL instruction. The subsequent four sections contain 50 classroom activities grouped in four areas: activities to explore the nexus of language and culture; activities for sociolinguistic exploration; activities for culture exploration; and activities for intercultural exploration. Each includes information about appropriate instructional level, instructional aims, and needed class time, preparation time, and resources as well as specific procedures. Some include handouts and worksheets. Most also include one or more references for further reading. (MSE)

ED 421 084 IR 018 803

Willis, Elizabeth

An Interdisciplinary, Problem-Centered Methods Model for Preservice Elementary Teacher Education.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; Constructivism (Learning); Course Evaluation; *Educational Technology; Elementary Education; *Elementary School Curriculum; Experiential Learning; Higher Education; *Interdisciplinary Approach; Language Arts; Models; *Preservice Teacher Education; Problem Solving; Skill Development; Social Studies; Student Attitudes; Teaching Methods
IDENTIFIERS- *Course Development; Learning Environment; Northern Arizona University; *Technology Integration; Technology Role

This paper describes "Methods of Integrating Technology in the Elementary Social Studies/Language Arts Classroom," a class at Northern Arizona State University with the purpose of assisting preservice teacher candidates in developing an understanding and appreciation of the many perspectives of the social studies, language acquisition in all its forms (reading, writing, listening), and a vision of the roles and impacts of technology on the social studies/language arts curriculum. Student narratives, reflections, and evaluations are presented. Historical background on technology in the curriculum, the transmission model, and the fragmented curriculum is then provided. Challenges and experiences in planning and implementing the course are discussed, and the syllabus for the first week is included. The importance of the integrated interdisciplinary model is considered, and it is concluded that--through their participation in this model--the preservice teachers became active, constructive learners who were confident in their ability to integrate technology into an interdisciplinary curriculum when presented with an appropriate model in a learning environment that made them responsible for their own learning. (AEF)

ED 421 104 IR 018 823

Chisholm, Ines Marquez; Carey, Jane; Hernandez, Anthony
University Minority Students: Cruising the Superhighway or Standing at the On-Ramp?
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *College Students; Computer Assisted Instruction; Computer Attitudes; *Computer Literacy; *Economically Disadvantaged; *Equal Education; Ethnic Groups; Higher Education; Information Technology; Low Income Groups; Minority Groups; Nontraditional Students; Student Attitudes; Student Characteristics; Student Surveys
IDENTIFIERS- *Access to Technology; Arizona State University West; *Computer Use; Computer Users; Technology Role

This study explores the question of accessibility to existing campus technology by low socio-economic, nontraditional, and minority college students. Questions posed are: (1) "Do nontraditional, low socio-economic and traditionally underrepresented students have the same access to computers and information technology as traditional majority students?"; (2) "Do nontraditional, low socio-economic and traditionally underrepresented students have the same computer training and information technology background as traditional majority students? " (3) "What factors are associated with access and frequent use of information technology?" and (4) "Do nontraditional, low socio-economic and traditionally underrepresented students have the same attitudes towards computer technology as traditional majority students?" A multiple-choice questionnaire was created to obtain information on: gender, race, ethnicity, and socio-economic background; computer access both on- and off-campus; students' current computer use and types of applications used regularly; computer skills and training; and students' computer perspectives. The study, planned to be administered to students at Arizona State University West in spring 1998, will help shape the future use of technology on the campus. (AEF)

ED 420 750   CE 076 667

Savner, Steve
Devolution, Workforce Development and Welfare Reform.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adults; Economically Disadvantaged; *Employment Services; *Federal Aid; *Federal Legislation; Federal Programs; *Government Role; Job Placement; Job Training; *Labor Force Development; Local Government; State Government; Vocational Education; Welfare Recipients; *Welfare Services; Work Experience Programs
IDENTIFIERS- *Welfare Reform

Congress will likely soon enact work force development legislation that consolidates education and training programs, reduces federal funding, and gives states greater discretion in program and services design. It may also adopt welfare reform legislation that creates a block grant commingling cash assistance and Job Opportunities and Basic Skills funds. Contradictory themes and dynamics between the two reform efforts are evident in their approaches to work participation requirements, skill improvement, and adult education participation. Development of policy options for reform implementation must address two broad areas of decisions. First, principal structural decisions include the following: state and local roles in policy making; allocation of funds among categories of activities and services; integrated administration of related programs through a one-stop system of service delivery; delivery of services through vouchers; and privatization of programs and services. Second, choices regarding activities and services to be provided are as follows: a period of job search activities as the first step in program participation; availability of stand-alone basic education and General Educational Development programs; participation of recipients of welfare block grant assistance in vocational educational training; implementation of a voucher system for job training delivery; states' operation of subsidized employment or work experience/community service programs; and sources of income for the ineligible or those who prefer not to use their eligibility time. (YLB)

ED 420 769 CE 076 733

Framing the Future. Overview.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Needs; Foreign Countries; *Independent Study; Models; *On the Job Training; Postsecondary Education; *Professional Development; *Vocational Education Teachers; *Work Experience
IDENTIFIERS- *Australia

"Framing the Future" is a major staff development initiative of the Australian National Training Authority. The initiative supports people in the vocational education and training (VET) sector who are involved in implementing the National Training Framework. "Framing the Future" encourages VET practitioners to take responsibility for their own learning to meet individual needs. Significant features of the staff development model are as follows: the adviser network, 42 work-based learning staff development projects, and network communications that connect advisers and participants in work-based learning projects, that are linked together but may be accessed separately. The model uses a number of learning strategies, such as work-based learning, technology-based learning, and sharing and reflection among groups of practitioners. The staff development model has a number of advantages: it is flexible, it is empowering, and it has the potential to be self-sustaining. External evaluation of "Framing the Future" shows that the initiative exceeded its goals and expectations in 1997. It has played an important role in the development of knowledge and skills of people involved in VET, and the initiative will be continued and expanded in 1998. (KC)

ED 420 942 EC 306 506

Dunning, Carole Sue
The Impact of Attention Disorders during Adulthood: A Review of the Current Literature.
PUB DATE- 98
NOTE- 60p.; Doctor of Psychology Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Adult Development; Adults; *Attention Deficit Disorders; Drug Therapy; Emotional Adjustment; Etiology; Federal Legislation; *Hyperactivity; Individual Development; Interpersonal Competence; Outcomes of Treatment; Psychological Characteristics; *Psychological Patterns; Research Methodology; Vocational Adjustment
IDENTIFIERS- *Americans with Disabilities Act 1990

This paper reviews the literature on the ongoing effects of attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) in adults. It notes that 66 percent of individuals diagnosed with ADD or ADHD as children continue to experience one or more symptoms as adults, most commonly restlessness, distractibility, and impulsiveness. The paper begins with a review of the history of ADD and methodological considerations including changing terminology, research designs, sample attributes, and assessment methods. Next, the impact of ADD in adulthood is directly addressed for the areas of academic and vocational adjustment, social adjustment, emotional adjustment, and long-term effects of stimulant treatment. Implications of the Americans with Disabilities Act are also discussed. The final section addresses further research needs. (Contains 52 references.) (DB)

ED 420 962 EC 306 534

Cunningham, Carmela; Noble, Steve
EASI Street to Science and Math for K-12 Students.
PUB DATE- 98
NOTE- 5p.; Paper presented at the CSUN 1998 Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Advocacy; *Assistive Devices (for Disabled); *Disabilities; *Educational Technology; Elementary Secondary Education; Mainstreaming; *Mathematics Instruction; Parent Attitudes; *Science Instruction; Teacher Attitudes; Textbooks
IDENTIFIERS- *Academic Accommodations (Disabilities)

This paper discusses the poor preparation of children with disabilities in math and science fields, and the perception that students with disabilities are not capable of doing work in science and math, which is often reinforced by teachers and parents. It is argued that the low expectations and waived requirements for children with disabilities are preventing children with disabilities from gaining a solid foundation in math and science. The need for children with disabilities to be trained on adaptive technology to enable them to meet basic math and science requirements in college is addressed, as well as methods for making elementary and secondary math and science text books accessible to students with disabilities. Methods include having a staff member or teacher act as a reader, providing brailled materials, audio recordings of text books, and digital audio, which combines standard electronic texts with digitized recording of a human reader. Mainstreaming students with disabilities and advocating for appropriate services are also briefly discussed. (CR)

ED 421 024 HE 031 092

Harcleroad, Fred F.
Are Voluntary Accrediting Associations Becoming Government Agencies? The Current Answer: No! But the Struggle Continues.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Agency Role; Educational History; *Educational Policy; Government Role; *Government School Relationship; Higher Education; *Public Policy; *State Government

A discussion of the relationship between college and university accreditation and public policy concerning higher education begins by chronicling some events and trends involving each since 1913. A triad of players in the accreditation question is then described, and the history and role of each is examined. These players include the voluntary accrediting associations (regional and national), the accrediting functions of state governments, and the federal agencies concerned with institutional accreditation policy. A concluding section looks at the varied uses of accreditation that have evolved over a century, and some reasons that special accreditation issues concerning the federal government have arisen. The delicate balance and constant tension in which the triad operates is emphasized. It is concluded that the accreditation associations are not government agencies currently, and will not be in the conceivable future, but have a quasi-public relationship that requires stewardship and attention to the public service for which they were created. Contains 19 references. (MSE)

ED 421 065 HE 031 409

New Financial Aid Administrator Training. Participant's Workbook.

PUB DATE- 98
NOTE- 406p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Compliance (Legal); Computer Software; Educational Legislation; Eligibility; Federal Legislation; *Federal Programs; Grants; Higher Education; *Student Financial Aid; *Student Loan Programs; Work Study Programs; Workshops
IDENTIFIERS- Family Education Loan Program; Federal Direct Student Loan Program; *Higher Education Act Title IV; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

This workbook is intended to be used in conjunction with a workshop on the basic procedures, requirements, and responsibilities for properly administering the Title IV student financial aid programs. These include: the federal Pell Grant Program, the federal Supplemental Educational Opportunity Grant, the federal Work Study Program, the federal Perkins Loan Program, the federal Family Education Loan Program, and the federal Direct Loan Program. The three-day workshop and the workbook materials are organized into 14 sessions: (1) introduction to the workshop; (2) history and overview of Title IV programs; (3) electronic requirements; (4) school eligibility and responsibility; (5) cash management; (6) communicating with students and families; (7) student eligibility; (8) how much aid the student can get; (9) verification, updating, and corrections; (10) professional judgment; (11)calculating Federal Pell Grant awards; (12) campus-based programs; (13) student loans; and (14) calculating refunds and repayments. Appendices include a list of acronyms, a glossary, and a list of resources. (DB)

ED 420 787 CE 076 757

Knowledge & Know-How. Meeting Ohio's Skill Gap Challenge.

PUB DATE- 98
NOTE- 48p.; "Joint initiative in cooperation with ACT, Inc."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Needs; Employer Attitudes; *Employment Qualifications; *Entry Workers; *High School Seniors; High Schools; *Job Skills; Noncollege Bound Students
IDENTIFIERS- *Ohio

The Ohio Skill Gap Initiative was conducted to determine the following: (1) what foundational skills--and skill levels--do entry-level employees need to succeed in today's workplace and (2) whether the students graduating from Ohio's public schools possess the foundational skills that will permit them to acquire the knowledge and "know-how" needed for successful entry into and advancement through the present and future workplace. The Ohio Skill Gap Initiative used ACT's "Work Keys" system to answer both of these questions. Jobs in ACT's national database that most closely matched the skilled entry-level jobs that will exist in Ohio's future economy were selected for the study. Data were gathered in four areas (applied mathematics, reading for information, applied technology, and locating information) through Work Keys assessments administered to 14,474 high school seniors at 119 schools. Findings were as follows: (1) Ohio has a significant skill gap; (2) college-bound students are well prepared for jobs requiring a high school education, but students who are not college bound are not; (3) jobs in scientific fields call for much higher skill levels than do clerical or customer-service jobs; (4) the skill gap is greatest where the skill is not included in the students' curriculum (applied technology and locating information); and (5) suburban and rural students showed higher skill levels than urban students. Recommendations were made for actions by educators, employers, parents, communities, and public officials. (KC)

ED 420 823   CG 028 540

Shaughnessy, Michael F.; Lehtonen, Kimmo
The Emotionally Sensitive Adolescent.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Emotional Problems; Emotional Response; High School Students; High Schools; *Interpersonal Competence; *School Counseling; Self Esteem; *Social Adjustment

This paper provides a list of signs, symptoms, and indicators of emotionally sensitive adolescents includes clinging behavior, withdrawn behavior, shy/inhibited behavior, represses anger, poor reaction to criticism, makes self-disparaging statements, low self-esteem, "can't forgive self or others," ruined by a small critical comment, exploding when criticized, emotionally volatile, and depression. Causes reviewed include dysfunctional families, divorce, unrealistic expectations, abuse or neglect, and parenting "enmeshment." Gifted children often seem to be more emotionally sensitive than other children. Teaching, parenting, and counseling issues that must be examined as possible contributors to the problem include standards, especially inordinately high standards; past reinforcement history, and the vagaries of parenting response due to divorce. The emotionally sensitive adolescent has many concerns including teachers' expectations, comparison to siblings, feelings of inferiority, inadequacy or rejection, divorce, moving, and bullies. Parental guidelines are presented; music and art therapy are recommended. Prognosis is discussed. (EMK)

ED 420 843 CS 013 235

Hyslop-Margison, Emery J.; Margison, Judith Ann
The Organization for Economic Cooperation and Development:
Functional Literacy and Corporate Agendas.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Agenda Setting; *Developed Nations; Foreign
Countries; *Functional Literacy; *Global Approach; Human
Resources; *Language Role; Literacy Education
IDENTIFIERS- Corporatism; *Organisation for Economic Cooperation
Development; *Transnational Corporations

This paper examines the conception of functional literacy advanced by the Organization for Economic Cooperation and Development (OECD), a 29-member organization of leading industrialized countries, as part of its 1994 International Adult Literacy Survey (IALS). The paper suggests that embedded within this conception of literacy and the discourse from which it evolves is an entire economic agenda. It notes that the IALS study developed a scale of literacy performance to allow comparisons of literacy between people within a wide range of abilities and across cultures and languages. According to the paper, OECD's perspective is that literacy's primary function is to satisfy the human resource demands of the global corporate community. The paper contends that OECD's conception of literacy is divided into three distinct strands: prose, document, and quantitative, and that within those strands, the learner's function is to extract the information contained in text and apply it in a specific, predetermined manner. The paper argues that it is misguided to believe that language is a neutral medium to convey objective ideas--for example, although the prevailing corporate discourse presents the free market system as a force of nature similar to the law of gravity, an economic system constructed to empower some individuals over others is not the same as an inexorable natural law. The paper concludes that like other educational concepts, models of literacy instruction contain social theories or models of social order, social power, and social change. (NKA)

ED 420 883 CS 216 422

Khawaja, Mabel
Re-configuring Aristotle's Dialogics through Reader-Response.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (87th, Detroit, MI, November 20-27, 1997).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Reading; Discussion (Teaching Technique); Higher Education; *Literary Criticism; *Problem Solving; *Reader Response; *Reader Text Relationship; Writing Assignments; Writing Instruction
IDENTIFIERS- Aristotle; Bakhtin (Mikhail); Dialogics; *Response to Literature; *Student Engagement; Textual Analysis

In her literature and composition classes, an educator encourages students to correlate their memory and imagination to the rhetorical elements of logos, pathos, and ethos and construct regenerative structures of knowledge through a comprehensive and objective understanding of a contextualized problem. She employs Bakhtin's dialogic method of "re-accentuation" in highlighting the importance of inter-active voices that disclose the complexity and the tension latent within the contextual constraints of a specific text. With the backdrop of Aristotle's rhetorical triangle (speaker, audience, and context of an issue) as a visual aid, students discover new patterns of knowledge by analyzing literary texts as case studies of human problems. Their analysis confirms that every problem includes operational (mechanistic determinism of action and consequence), political (favorable or unfavorable viewpoints toward the course of action), and ethical considerations (responsibility for the action's outcome). This problem solving process encompasses the full spectrum of the analysis, synthesis, and the resolution of a problem. Reader-response analysis of the text empowers the reader to select from the text those details and characters that have individual appeal by focusing on a specific problem. This selection process of reader-response engages students in independent critical thinking and synthesis. Class discussions that encourage students to share preliminary interpretations prior to developing complete analysis for a portfolio assignment encourages students to re-read the text for a clear recognition of the voices and viewpoints embedded in the context of a literary piece as a work of art. (Contains 11 references.) (NKA)

ED 421 002 FL 025 326

Brown, James Dean, Ed.
New Ways of Classroom Assessment. New Ways in TESOL Series II. Innovative Classroom Techniques.
PUB DATE- 98
NOTE- 393p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Evaluation Methods; Feedback; Grouping (Instructional Purposes); *Language Tests; Second Language Instruction; *Student Evaluation; *Verbal Tests; *Writing Evaluation

Assessment activities for English-as-a-Second-Language (ESL) instruction, contributed by classroom teachers, are organized according to the primary or predominant emphasis of the activity. Those in the first part of the book focus on alternative methods of assessment, including portfolios, journals, logs, and conferences. The second part discusses alternative feedback perspectives, looking at self- and peer assessment separately and in conjunction with each other. Part three addresses alternative ways to group learners for assessment, in groups and in pairs, and in combination. The fourth part looks at alternative ways of performing class chores, including preparing students for tests, creating assessment procedures, making grading easier, and evaluating curricula. Part five focuses on alternative ways of assessing written skills (reading, reading and vocabulary in conjunction, vocabulary, writing and grammar in conjunction), and part six looks at oral skills assessment (listening and notetaking, speaking and pronunciation). Each assessment activity is accompanied by information of appropriate instructional level, aims, required class and preparation time, and resources needed, as well as specific classroom procedures and special considerations. (MSE)

ED 421 046 HE 031 388

Hanson, Victor Davis; Heath, John
Who Killed Homer? The Demise of Classical Education and the Recovery of Greek Wisdom.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ancient History; *Classical Literature; *College Curriculum; Core Curriculum; *Educational Change; Graduate Study; *Greek Literature; Higher Education; Liberal Arts; Undergraduate Study

This book argues that if we lose our knowledge of the Greek classics, we lose our understanding of Western culture and who we are. Familiarity with the literature, art, and philosophy of the classical world has been synonymous with "education" in the West for over two millennia. The Greek tenets of democracy, capitalism, materialism, personal freedom, civil liberty, and constitutional government are uniquely dynamic and are the bases upon which rest the changes now sweeping the globe. However, the universities and high schools have seen classical education disappear from the curriculum and this is, at least partly, due to classicists themselves who, instead of serving as stewards of the Western legacy, have in the name of modernity, denigrated the Greeks or abandoned the teaching of undergraduates in favor of esoteric and little-read academic research. The book suggests that what is needed to reverse this trend is a core undergraduate curriculum focused on Western Culture, little undergraduate specialization, major changes in education at the Ph.D. level, and a revision of professional ethics. Individual chapters are titled: (1) "Homer is Dead"; (2) "Thinking Like a Greek"; (3) "Who Killed Homer--And Why?"; (4) "Teaching Greek Is Not Easy"; and (5) "What We Could Do." A proposed reading list is appended.) (DB)

ED 421 124 IR 018 843

Heflich, David
Organizational Culture and the Classroom Integration of Computer-Mediated Communications.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Educational Change; *Educational Environment; *Educational Technology; Elementary Secondary Education; Foreign Countries; *School Culture
IDENTIFIERS- *Technology Integration

This study examined the relationship between computer-mediated communication (CMC) and school culture, in order to provide a better understanding of what will be needed if the promise of technology in educational reform is to be realized. Online interviews conducted as a series of electronic mail exchanges were the primary means of investigation. The sample consisted of 25 educators representing schools in 16 states and six countries. Analysis of the interviews led to the construction of themes that represent the ideas, beliefs and practices of the study participants. These include access, a concern for the availability of technology, and its ease of use. Themes concerned with school culture are climate, the atmosphere in which the use of CMC transpires, the role of the school administration, and the effect that the implementation of CMC in the school has upon its subsequent use. It was concluded that aspects of a positive school culture include trust and collaboration among the professional staff, a commitment to professional development, and a respect for students as individual learners and administrative encouragement and support. Together, these factors help make the difficult transition to CMC easier. Contains 18 references. (AEF)

ED 420 925 EA 029 182

Aguilera, Linda; Crane, Patti; Hamer, Mariann; Morrison, Melissa; Serrano, Dina

Comer Schools: Are They Recognizable through Direct Observation?

PUB DATE- 98

NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Change; *Educational Environment; Elementary Education; *Institutional Characteristics; *Measurement; Models; Observation; *School Effectiveness

IDENTIFIERS- *Comer School Development Program; San Diego Unified School District CA

The Comer School Development Program is a reform model aimed at creating a positive school climate. Research has confirmed that specific Comer characteristics, such as an orderly, well-maintained facility, classroom diversity, and staff friendliness, can be observed. This study uses the Comer Visitor Observation instrument to determine whether positive climate can be observed. Data from nine elementary schools (three high-implementing, three low-implementing, and three control) in the San Diego Unified School District showed that climate definitely varied among schools. The schools were observed by five different researchers unaware of each school's status. Findings indicated that schools could be correctly identified as high, low, or control through direct observation. When Comer surveys and Comer Visitor Observation instruments were distributed to parents, teachers, and staff, their responses did not correlate as highly as researchers' direct observations. From these mixed results, it is important to realize that school climate fluctuates yearly, due to variables such as administrative support, influx of new teachers not trained in the Comer School Development Program, and lack of on-going training. High-implementing Comer schools that continue to educate parents, staff, and students have a better chance for maintaining a desirable, achievement-oriented school climate. Included are tables and sample study questionnaires. Contains 7 references and a 14-item bibliography. (MLH)

ED 420 982   EC 306 557

Christierson, Eric; Marota, Cindy; Radwan, Neveen; Wydeven, Julie
Implementing Accessible Workstations in a Large Diverse University Community.

PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Computer Software Selection; Computers; *Design Requirements; *Disabilities; Higher Education; Physical Disabilities; Speech Synthesizers; Structural Elements (Construction); Visual Impairments; *Workstations
IDENTIFIERS- *San Jose State University CA

This paper describes how San Jose State University installed adaptive and accessible computer workstations for students with disabilities. It begins by discussing factors crucial to the installation of such workstations, including the importance of understanding legal and budgetary constraints, applying standards which meet diverse disability needs, and obtaining appropriate technical help to correct hardware and software malfunctions. The adoption of a multi-year plan for access to technology to provide equal facilitation of information resources to students with disabilities is highlighted and specific features of the workstations are described, including: (1) the use of MAGic, a screen magnification program for students with visual impairments; (2) the selection of JAWS as the standard screen review application, which works with SoundBlaster 16, so a separate speech synthesizer is not necessary; (3) the use of Galileo by Robotron as a reading machine; (4) a table height design of 30 inches from the floor with a 29 inches clearing beneath the top to the depth of a least 20 inches and a minimum width of 36 inches to allow leg space for the seated individual; (5) use of ergonomic keyboard, chairs, and keyboard trays; and (6) the use of Dragon NaturallySpeaking for voice recognition. (CR)

ED 421 025 HE 031 301

Huxur, Gulbahar; Mansfield, Earl; Nnazor, Reginald; Schuetze, Hans; Segawa, Megumi

Learning Needs and Adaptation Problems of Foreign Graduate Students.

PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; College Instruction; Cultural Differences; *Culture Conflict; Educational Attitudes; Educational Policy; Foreign Countries; *Foreign Students; *Graduate Study; Higher Education; Language Skills; *Learning Modalities; Second Language Instruction; Socialization; *Student Attitudes; Student Problems; Student School Relationship
IDENTIFIERS- Canada; United States

This paper examines the learning needs and adaptation problems of foreign graduate students, and is based on the experiences of the five co-authors' graduate studies in Canada and the United States. It reviews the factors that contributed to their decision to study abroad, pre-sojourn expectations and arrival, their arrival in the host country, cross-cultural adaptation, language teaching and learning, and returning home. Issues such as culture shock, the difficulties of adapting to the host society, the acquisition of "social literacy" in the host culture, the contrast between professor-centered and student-centered learning, and the difficulties encountered when returning home are considered. Extensive quotations are used to illustrate individual perspectives. The paper also recommends that higher education institutions hosting foreign students provide comprehensive and up-to-date information about academic and nonacademic life, familiarize students with course outlines and reading lists before they arrive, provide socialization experiences to help integrate students into the institution and locale, provide academic assistance targeted at foreign students, internationalize the curriculum and learning methods, and provide pre-return assistance to students returning to their home country. (Contains 58 references.) (MDM)

ED 421 085   IR 018 804

Handler, Marianne; Andris, Jim; Brehm, Barbara; Levin, Jim;

Payne, Anneliese; Waugh, Michael; Bievenue, Lisa; Moran, Juan
A Collaboration of Five Teacher Training Institutions: Preparing Illinois Educators for the 21st Century.
PUB DATE- 98
NOTE- 8p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *College School Cooperation; Computer Assisted Instruction; *Cooperative Programs; Elementary Secondary Education; Faculty Development; Futures (of Society); Higher Education; *Information Technology; Models; Partnerships in Education; Pilot Projects; *Preservice Teacher Education; Skill Development; *State Programs; Teaching Methods; Training
IDENTIFIERS- *Illinois; *Technology Integration; Technology Plans

Five Illinois universities, the National Center for Supercomputing Applications (NCSA), and the Illinois Area IV Learning Technology Hub are collaborating in the Preparing Educators for the 21st Century Program" (PIE-21). This state-funded program focuses on providing preservice teachers, administrators, and teacher education faculty with skills and knowledge necessary to effectively use information technology. Each project includes collaboration between a university and K-12 schools to provide preservice teachers or administrators with training and experiences to effectively use information technology in the classroom. Given that each institution is unique, each PIE-21 partner is developing and piloting a different model of integrating information technology into a teacher education or administrator preparation program. All of the institutions made strides toward their original goals; all were interested in continuing their projects into a second year of the grant. Direct benefits to the institutions through PIE-21 monthly team meetings included: exposure to current ideas about technology integration and how these ideas are implemented around the state; increased confidence locally in ideas about technology integration and K-12/university collaboration; and demonstration of technologically complex innovations in educational technology. Individual approaches are described for each of the five participating universities: Eastern Illinois University, Illinois State University, National-Louis University, Southern Illinois University-Edwardsville, and University of Illinois, Urbana-Champaign. (AEF)

ED 421 105 IR 018 824

Beasley, Martha; Wark, Alan; Zimmerman, Sara
Gender Equity Model: High School Female Students and Technology Awareness.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Awareness; Career Choice; *Equal Education; *Females; *High School Students; High Schools; Information Technology; Models; Nontraditional Education; Rural Schools; Science Education; *Sex Differences; Student Attitudes; *Student Motivation; Technology Education
IDENTIFIERS- Appalachia; *Gender Issues

A model for gender equity in a rural Appalachia school system is approaching its second year of implementation at the high school level. This model focuses on equity issues, student motivation, and nontraditional coursework. In addition, it addresses career awareness for females, including a strong emphasis on technology and the sciences. Specific objectives are to: (1) establish higher expectations of female students in academic and vocational classes; (2) implement career exposure activities that provide female students information on nontraditional careers; (3) provide female students with a curriculum which integrates academic and work experiences; (4) provide female students with career and social guidance and counseling; (5) evaluate female students' progression through motivational and attitudinal assessments; and (6) include multiple resources in creating a gender equity program. The model is composed of three distinct stages; the first stage requires career interest surveys and assessments, a pre-test on school interests and motivators, and forming of individual student advisory committees. The second stage promotes activities and initiatives to enhance student motivation, morale, an self-confidence, and involves a course for the enhancement of team problem-solving and decision-making, goal-setting, team building, and communication. The third stage requires hands-on job experiences and placements requiring a minimum of 50 hours of work with local employers in nontraditional fields of study for females. (AEF)

ED 420 863 CS 216 378

Pflaum, Jeffrey, Comp.
Poetry-in-the-Morning on WNYE FM New York Presents "There's a Soul Arising in My Mind." Prose and Poetry Collected by Jeffrey Pflaum. Part One and Part Two.
PUB DATE- 97
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Elementary Education; *Journal Writing; *Poetry; *Prose; Radio; *Self Actualization; Student Needs; *Student Writing Models
IDENTIFIERS- *Contemplation; New York City Board of Education; New York (New York)

This paper presents 26 selections of students' prose and poetry from the anthology "There's a Soul Arising in My Mind" and as presented on a New York City radio show. The prose selections come from a form of journal writing called "contemplation writing," a pre-poetry program that uses music, writing, and discussion to guide children into journeys of self-discovery. The poetry selections were written after eight weeks of contemplation writing activities. To show how contemplation writing can be an important preliminary step to poetry, the order of presentation in the paper is contemplation-poem-contemplation-poem. (RS)

ED 420 770 CE 076 734

From Desk to Disk: Staff Development for VET Staff in Flexible Delivery.

PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Uses in Education; *Delivery Systems; Distance Education; Educational Needs; Educational Practices; Educational Principles; Educational Strategies; *Flexible Progression; Foreign Countries; Internet; Literature Reviews; Models; Open Education; Postsecondary Education; *Staff Development; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *TAFE (Australia)

A study was conducted to develop practical options that could help shape an Australian national staff development strategy for vocational education and training (VET) staff engaged in flexible delivery. Data were gathered from the following: analysis of the literature, evaluation of 15 case studies in two Australian states and one territory that covered public and private training organizations and industry, and discussions with two key stakeholder groups (state training agencies and the national Industry Training Advisory Board executive officers). Seven best practices for online delivery of staff development were identified: developing a network of support, ensuring a variety of learning styles and preferences, designing interactive learning materials, ensuring educationally driven projects, providing organizational and financial support, ensuring adequate security, and using a planning model. A work-based learning model structured around the use of action learning principles was determined to be the best model for delivery of staff development to VET staff engaged in flexible delivery and flexible learning. (The report contains 70 references. Appended are the following: brief summaries of the Flexible Delivery Pilot Projects; Victorian Flexible Delivery Pilot Projects; lists of case study interviewees and key stakeholders; and standard questions for the case study interviews.) (MN)

ED 420 805 CE 076 813

Plaza, Oscar
Overseas Studies and Technology Education.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the International Technology Education Association (ITEA) (60th, Fort Worth, TX, March 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Benefits; *Educational Needs; Educational Objectives; *Educational Opportunities; Educational Trends; Global Approach; Higher Education; *Integrated Curriculum; Position Papers; *Study Abroad; Technological Literacy; *Technology Education; Trend Analysis

This paper analyzes and evaluates the role of technology education in overseas studies programs. Despite the realities of today's economics, relatively few U.S. students have or take the opportunity to study and travel abroad. Although some college faculty are concerned that study abroad programs might lead to lowering the academic standards of a particular course offering, evidence suggests that the experience of being abroad can improve a person's learning process. Many prestigious higher education institutions have sizable percentages of students who participate in at least one work or study program abroad. New technologies are the fabric of globalization; consequently, technology education simply cannot afford to ignore the phenomenon of globalization. Because current technologies are increasingly becoming international technologies, technology literacy now requires an understanding of the whole international environment in which technologies evolve. The following factors must be considered when developing overseas study curricula: marketability; costs; and general and specific interests. The way in which traditional study abroad programs are generally structured virtually excludes technology education from their curricula. Technology education professionals must develop a set of technology topics that should be explicitly considered in study abroad curricula. The challenge is to structure an experience that is educationally sound while remaining within the parameters set by the reality of the typical technology education student. (MN)

ED 420 824 CG 028 544

Kadel, Ben
Wisconsin Youth Risk Behavior Survey. Executive Summary and Report, 1997.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 98
NOTE- 135p.; For the 1993 survey results, see ED 375 345.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Alcoholism; Dietetics; Drinking; Drug Abuse; Drug Education; Eating Habits; Health Education; *High Risk Students; Injuries; School Counseling; School Counselors; School Safety; Secondary Education; Sexuality; Smoking; *Student Attitudes; *Student Behavior; *Substance Abuse; Tobacco; Violence
IDENTIFIERS- *Risk Taking Behavior; *Wisconsin

Part of a national survey effort by the U.S. Centers for Disease Control and Prevention (CDC), the Youth Risk Behavior Survey (YRBS) conducted in Wisconsin public schools in 1997 is presented. The core of the survey measures 16 objectives set by CDC as part of its Year 2000 initiative. Additional questions were added specifically for Wisconsin. This survey has been administered every two years since 1991 in grades 9 through 12 in Wisconsin. This research design provides data for comparison with national prevalence rates and across time. A trend analysis was also conducted. Data analysis is reported for the following areas of concern: unintentional injuries, weapons and violence, suicide, tobacco, alcohol and other drugs, sexual behavior, diet and exercise, health care, and assets. For each area of concern a context is presented along with general prevalence rates, trends, and comparisons by demographic groups. "Assets" includes social support and extracurricular activities; positive values are also assessed. Overall gender and grade level comparisons, indices for individual risk factor areas and total risk factors are reported. Relationships between risk factors are discussed. Appendices include the Questionnaire, Index Construction, Tables (data), Year 2000 Objectives, and References. (EMK)

ED 420 905 EA 029 107

Holt, Laura L.; Karr-Kidwell, P. J.
Administrative Problems in the Single-Track Year-Round High Schools: Research Findings and Guidelines.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Problems; Athletics; Guidelines; *High Schools; Higher Education; Questionnaires; School Administration; School Maintenance; *School Schedules; Teacher Education; Track System (Education); *Year Round Schools

An analysis of the problems pertaining to the adoption of a year-round calendar for high schools, along with the advantages of year-round education (YRE), are examined. It provides a literary review (including historical contexts), types of calendars, benefits, administrative problems, and societal benefits. For the study, 28 schools responded to a questionnaire sent to 40 year-round high schools throughout the United States. The results indicate that the single-track, year-round calendar can be found in high schools of all sizes, in both rural and urban areas. The most common problems were those dealing with athletics, teacher-training opportunities, and building maintenance. Athletic concerns included additional compensation to coaches for maintaining offseason programs and remaining within the guidelines of the athletic governing agencies. However, not every school reported administrative concerns, and none of the schools consistently reported the same types of problems. Furthermore, universities have tried to be flexible in offering teacher training, and maintenance schedules can be adapted for YRE. Suggestions as to how schools can meet challenges produced by YRE are offered. Appendices include the study questionnaire, guidelines, and sample calendars. (RJM)

ED 420 943 EC 306 507

The IDEA Amendments of 1997. Revised Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Decision Making; *Disabilities; Discipline; Educational Assessment; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; *Inclusive Schools; Individualized Education Programs; Parent Participation; Parent School Relationship; Student Placement; Transitional Programs; Trend Analysis
IDENTIFIERS- *Individuals with Disabilities Education Act Amend

This digest summarizes the reauthorized Individuals with Disabilities Education Act Amendments of 1997 (IDEA 97) with emphasis on changes in the new law. First, it highlights principal changes in the law. These changes include participation of children and youth with disabilities in state and districtwide assessment programs; the way in which evaluations are conducted; parent participation in eligibility and placement decisions; development and review of the Individualized Education Program (IEP) to emphasize inclusion of children with disabilities in general education classrooms; the addition of transition planning; voluntary mediation as a means of resolving parent-school controversies; and discipline of children with disabilities. This review discusses each of these issues, then presents a side-by-side analysis of how the IDEA has been changed to address each issue. Also included are a summary of effective dates for implementation of the major IDEA provisions and an index. (DB)

ED 421 066 HE 031 410

Bear, John B.; Bear, Mariah
Bears' Guide to Earning College Degrees Nontraditionally. 12th Edition for 1997.
PUB DATE- 97
NOTE- 337p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Choice; Correspondence Study; *Degrees (Academic); *Distance Education; Experimental Colleges; *External Degree Programs; Higher Education; Home Study; *Nontraditional Education; Special Degree Programs

This guide to institutions that offer academic degrees through nontraditional means has four parts. Part 1 addresses issues in nontraditional education, such as degree requirements and transcripts, whether a degree is worth the effort, how to evaluate a school, accreditation, and financial aid. Part 2 specifically addresses alternative methods of earning credit, including equivalency examinations, correspondence courses, credit for life experience learning, credit by learning contract, credit for foreign academic experience, and the credit bank service. Part 3 lists the institutions offering nontraditional degree programs, grouped into the following categories: accredited schools with nonresident programs; accredited schools with short residency programs; accredited schools with nontraditional residential programs; unaccredited schools with nonresident programs; unaccredited schools with short residency programs; unaccredited schools with nontraditional residential programs; schools that offer high school diplomas and associate degrees; law schools; medical and other health-related schools; and degree mills. Part 4 covers such miscellaneous topics as honorary doctorates, bending the rules, advice for people in prison, and other schools. Four appendices include a glossary, a bibliography, information on personal counseling, and an explanation for the exclusion of religious schools. Subject and school indexes are included. (DB)

ED 420 751 CE 076 693

Dench, S.; Perryman, S.; Giles, L.
Employers' Perceptions of Key Skills.
PUB DATE- 98
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Communication Skills; *Education Work Relationship; Educational Attitudes; *Educational Needs; *Employer Attitudes; *Employment Qualifications; *Entry Workers; Foreign Countries; Independent Study; Information Technology; *Job Skills; National Surveys; Numeracy; Problem Solving; Tables (Data); Teamwork
IDENTIFIERS- General National Vocational Qualif (England); *Great Britain

British employers' perceptions of the key skills needed by young workers and all employees were examined through a national study that involved a large-scale survey of 193 employers and in-depth interviews with a subsample of 46 employers selected to be representative from the standpoints of firm size, sector, region, and employment of young people. The study focused on six key skills: written and oral communication, use of numbers, use of information technology, ability to work in a team, learning, and business awareness. More than half the employers surveyed who were aware of General National Vocational Qualifications knew about the core skills included in them; however, 41% were unable to name any of the specific skills included. Employers reported high levels of need for employees of all ages to possess all six key skills. Although the employers indicated fairly high levels of satisfaction with their employees' levels of key skills, they were slightly less satisfied with the skills of their young workers. The skills that were most widely needed (oral communication, working with others, and learning) were the ones most likely to show a "shortfall." (Seventeen tables/figures are included. Summary key skill frameworks are appended. The bibliography lists 18 references.) (MN)

ED 420 788   CE 076 763

Kerka, Sandra
Learning Styles and Electronic Information. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Adult Learning; Annotated Bibliographies; *Cognitive Style; Computer Uses in Education; Educational Trends; Field Dependence Independence; Hypermedia; *Information Networks; Information Retrieval; *Information Seeking; Information Utilization; *Telecommunications; Trend Analysis; *World Wide Web

Emerging research findings demonstrate a relationship between learning styles and approaches to using the World Wide Web and other hypermedia, especially in terms of success with information retrieval. One of the most widely used conceptions of learning styles is Witkin's Field Dependence (FD)/Field Independence (FI). FI individuals perceive details and rely on internal cues, whereas FD individuals use their entire surroundings, including other people, to process information. Although most research findings show that FI's perform more efficient searches in less time and are more comfortable with "surfing" in hyperspace, FD's can use hypermedia as efficiently as FI's can, provided their learning style preferences are accommodated. Accommodations include providing a site guide or a global overview (for example, menus listing all possible choices). Other variables affecting information-seeking processes include the following: motivation; perceived importance or value of information; prior computer experience or subject knowledge; degree of self-direction; and knowledge of interface. The key is to recognize the implications of one's preferred learning style, know how to select and use hypermedia tools to match one's style, and learn to create mental models and use metacognitive strategies. (Includes an annotated bibliography of 22 print and hypertext publications, which comprises more than half of the document.)) (MN)

ED 420 864 CS 216 380

Westervelt, Lisa
Teaching Writing Using the Process-Oriented Approach.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Intermediate Grades; Junior High Schools; Middle Schools; Qualitative Research; *Student Attitudes; *Writing Attitudes; Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Huntington Beach City School District CA; *Process Approach (Writing)

This study had three objectives: (1) to examine and describe factors that help to create a positive attitude toward learning; (2) to examine and describe factors that led to students' participation in the process-oriented approach; and (3) to examine and describe perceptions and experiences that students had involving the process-oriented approach. The primary source of data was a language arts classroom at a middle school in Huntington Beach, California, composed of 33 students (21 boys and 12 girls) ranging in age from 11 to 13 years. Students' writing samples and records of their experiences were analyzed. Results indicated that students displayed a positive attitude about what they were learning, enjoyed what they were doing, and appeared to give it their best effort. Results also indicated that students used a variety of genres in their writing, engaged in the writing process, and actively participated in the stages of the process. However, students were not receiving useful feedback from their peers, and students were not spending an acceptable amount of time on each stage of the writing process. Parents showed a great deal of appreciation for the process-oriented approach. Recommendations include: (1) the research indicating the positive impact of the writing process approach on students' attitudes toward writing must be made available to teachers; and (2) students need more instruction on how to give relevant and helpful feedback to their peers. (RS)

ED 420 963 EC 306 535

Goldware, Marjorie; Silver, Marsha
AAC Strategies for Young Children with Visual Impairment and Multiple Disabilities.

PUB DATE- 98
NOTE- 5p.; Paper presented at the CSUN 1998 Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Cognitive Development; Communication Aids (for Disabled); Elementary Education; *Interpersonal Competence; Language Acquisition; Literacy; Models; *Multiple Disabilities; *Speech Synthesizers; Student Needs; *Visual Impairments

This paper discusses issues central to communicative/cognitive development in children with visual impairments who also have other disabilities, and presents a multi-modal model of augmentative alternative communication delivery that includes tangible symbols, language input strategies, voice output communication devices, software programs with switches, and modified keyboards and literacy enhancing activities. The social challenges that children with visual impairments face because of their lack of visual input are discussed, and the need to consider the effects of visual impairments on the child's language development and language system when selecting augmentative devices and designing alternative communication systems is emphasized. Different types of voice output communication aids are described, along with ways augmentative communication devices can be used to include a child in story reading time and to hold a child's attention. (CR)

ED 421 003 FL 025 327

Boswood, Tim, Ed.
New Ways of Using Computers in Language Teaching. New Ways in TESOL Series II. Innovative Classroom Techniques.

PUB DATE- 97
NOTE- 320p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Computer Assisted Instruction; Computer Software; Computer Software Development; Desktop Publishing; Educational Strategies; Electronic Mail; *English (Second Language); Indexes; Information Technology; *Multimedia Instruction; Poetry; Programming; Pronunciation Instruction; Reference Materials; *Second Language Instruction; *Second Languages; Teaching Methods; Telecommunications; *Word Processing; World Wide Web

A collection of classroom approaches and activities using computers for language learning is presented. Some require sophisticated installations, but most do not, and most use software readily available on most workplace computer systems. The activities were chosen because they use sound language learning strategies. The book is divided into five parts: (1) activities that make use of word processing and desktop publishing programs to help students develop skills in conceptualizing, drafting, and editing written work; (2) using electronic mail and MOOS to engage students and teachers in collaborative learning activities within and outside their institutions; (3) activities tapping World Wide Web sites for data definition, search, gathering, organization, and opinions for argument, and procedures for establishing a Web site; (4) use of multimedia (sound and video) technology, including incorporation of "edutainment" and reference software into teaching activities, and use of sound technology to teach pronunciation; and (5) use of concordancers, programs that analyze text corpora, to inform the design of worksheets and provide comparative data about students' writing and target models. (MSE)

ED 421 047 HE 031 389

Hune, Shirley
Asian Pacific American Women in Higher Education: Claiming Visibility and Voice and Executive Summary.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 49p.; Third in a series of papers on women of color in the academy, see HE 022 909 and HE 024 736. A separately-published 3-page "Executive Summary" is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Diversity (Faculty); Diversity (Student); Educational Environment; Ethnic Groups; *Females; Higher Education; Minority Groups; *Pacific Americans; Sex Bias

This report examines the literature on the status of Asian Pacific American (APA) women and is based on a review of research studies, campus climate and diversity reports, focus group and individual interviews representing a range of colleges and universities, and the author's own observations in academe over two decades. The report finds that APA women have demonstrated significant increases in bachelor's, master's, and first-professional degrees over the past decade but continue to lag behind male counterparts. The report also finds that APA women are underrepresented in many fields of study at all degree levels, in doctoral studies, as faculty, and at higher levels of academic administration; that many APA women find an inhospitable campus climate; that they are evaluated differently and lack a sense of community with their colleagues; and that APA professional staff cite invisibility and marginalization. The report notes that the "model minority" stereotype penalizes APA women by assuming they do not need academic or professional guidance and support, and that class and cultural biases reinforce APA women as "outsiders" in academe. Part 1 of this report presents an "Overview of Asian Pacific Americans"; Part 2 considers "Stereotypes, Biases, and Obstacles; and Part 3 focuses on "Asian Pacific American Women and the Academy." (Contains 27 references.) (DB)

ED 420 844 CS 013 236

Chiu, Chris W. T.
Synthesizing Metacognitive Interventions: What Training Characteristics Can Improve Reading Performance?

PUB DATE- 98
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Learning Strategies; Literature Reviews; Meta Analysis; *Metacognition; Reading Comprehension; *Reading Processes; *Reading Research; Research Methodology; Small Group Instruction
IDENTIFIERS- *Research Synthesis

In this paper, meta-analysis is used to identify components that are associated with effective metacognitive training programs in reading research. Forty-three studies, with an average of 81 students per study, were synthesized. It was found that metacognitive training could be more effectively implemented by using small-group instruction, as opposed to large-group instruction or one-to-one instruction. Less intensive programs were more effective than intensive programs. Program intensity was defined as the average number of days in a week that instruction was provided to students. Students in higher grades were more receptive to the intervention. Measurement artifacts, namely teaching to the test and use of nonstandardized tests and the quality of the studies synthesized played a significant role in the evaluation of the effectiveness of the metacognitive reading intervention. Appendixes contain ERIC keyword search; the coding instrument; coding instructions; interrater reliability; and formulas for the generalized least square regression coefficients and associated standard errors.) (Contains 1 figure, 4 tables of data, 55 references, and a list of 43 primary studies evaluated.)

ED 420 884 CS 216 423

Lewis, Valerie V.; Mayes, Walter M.
Valerie & Walter's Best Books for Children: A Lively, Opinionated Guide.
PUB DATE- 98
NOTE- 718p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Book Reviews; *Child Development; *Childhood Interests; *Childrens Literature; Elementary Education; Junior High Schools; Middle Schools; Picture Books; Preschool Education; Reading Aloud to Others; *Reading Interests; *Reading Material Selection
IDENTIFIERS- *Trade Books

This comprehensive guide is based on the premise that books and reading are an essential part of every child's development. The guide lists and describes more than 2000 books for children from birth to age 14; from stories that babies can literally chew on, to the best choices for bridging the critical gap between listening and reading, to the right books to tempt an adamant non-reader, and more. The guide features in-depth reviews, concise ratings, handy cross-references by theme and interest, and a family reading journal. There are also essential hints and advice to help the user pass along the gift of reading to the next generation, such as matching the child to the book; using moments besides bedtime to incorporate reading; accepting books children will love to read and facing up to books they will hate; judging children's ability to distinguish between fantasy and reality; and developing a child's attention span with books. Following an informational introduction, the guide is divided into: Part One--"Books for All Ages"; Part Two--"Books for Very Young Children"; Part Three--"Books for Children of Reading Age"; Part Four--"Books for Children in Middle Elementary Grades"; and Part Five--"Books for Middle School Readers and Young Adults." Appendix One is titled "Tricky Situations and Frequently Asked Questions"; Appendix Two is titled "Themes." (NKA)

ED 420 944 EC 306 508

Searl, Julia; Harris, Perri
Community Integration Policy and Practice Abstracts. Fourth Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 81p.; "Compiled by Julia Searl, updated by Perri Harris."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Child Abuse; Communication Skills; Community Programs; Criminal Law; Cultural Differences; Deinstitutionalization (of Disabled); *Developmental Disabilities; Educational Policy; Elementary Secondary Education; Employment; Family Environment; Financial Support; Health Services; *Inclusive Schools; Independent Living; Interpersonal Communication; Interpersonal Relationship; Leisure Time; Parents with Disabilities; *Policy Analysis; Policy Formation; Public Policy; Quality Control; Religion; Self Determination; Sexual Abuse; Sexuality; *Social Integration; Trend Analysis
IDENTIFIERS- Facilitated Communication; Faith Communities

This compilation of about 200 abstracts features journal articles relevant to the community integration of people with developmental disabilities. Articles were selected based on their relevance to policy and practice. Research articles were included if they had a strong applied emphasis with clear implications for contemporary policy and practice. Each entry provides bibliographic information on the article and a brief non-evaluative summary. Articles were originally published from 1988 to 1998. Articles are grouped under the following topics: abuse (5 articles), communication and social relationships (3 articles), community and supported living (7), criminal justice (8), education inclusion (21), education policies (4), employment (18), facilitated communication (18), faith communities (3), families (14), funding (5), health care (7), institutional closure (2), leisure (3), multicultural (7), national trends (16), parents with disabilities (2), philosophy/ideology (5), policy (16), quality assurance (5), reproductive issues (1), self-determination (11), sexuality (2), social relationships (6), and transition to adulthood (7). (DB)

ED 421 125 IR 018 844

Kauffman, Dan; Hamza, Khalid
Educational Reform: Ten Ideas for Change, Plus or Minus Two.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Computer Uses in Education; *Educational Change; Educational Development; Educational Improvement; Elementary Secondary Education; Government Role; State Government; Systems Approach; *Systems Development
IDENTIFIERS- Chaos Theory; Information Age; Technology Integration

This paper focuses on new ways of viewing the educational system by affecting change via small, initial adjustments. A number of fundamental ideas are presented that could be implemented by states, either individually or collectively, to change current educational systems into Information Age systems. Taking the cue from Chaos Theory, which states that all systems have a sensitive dependence upon initial conditions, the following small conceptual variations are suggested that might result in large substantive changes: (1) change the endorsement of teachers from certification to licensing; (2) change the school system from a time constant-achievement variable status to an achievement constant-time variable status; (3) recognize that it is the individual who learns, and not the group; (4) recognize that the learner is the customer, not the product; (5) adopt the Deming system of profound knowledge; (6) change the funding method of schools--funding should go directly to schools, be related to the satisfaction of the customer, and be established by the quality of the product; (7) adopt ideas from the new sciences; (8) emphasize creativity; (9) require that all educational activities be based upon verifiable learning theories; and (10) use technology in new ways. (Contains 24 references.) (AEF)

ED 420 771 CE 076 735

Smith, A.; Roberts, P.; Noble, C.; Hayton, G.; Thorne, E.
Industry Training: The Factors that Affect Demand. Discussion Paper.
PUB DATE- 95

NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; Educational Attitudes; *Employer Attitudes; *Employer Employee Relationship; Foreign Countries; *Industrial Training; *On the Job Training; Postsecondary Education; Secondary Education; *Small Businesses; Vocational Education
IDENTIFIERS- *Australia

A study was conducted in Australia, to determine the factors that affect demand for job training. The study consisted of 30 detailed industry case studies, an industry analysis, and a literature review. Each case study examined current training practices, training decision making in the business, and the determinants of training for the enterprise. Industries studied included manufacturing (food processing and electronics) and construction. For each case study, information was provided on the following: the firm, the organization and management of training, the determinants of training, and the impediments to training. The findings were then synthesized across industries. Some of the findings were as follows: (1) training is primarily an operational, not a strategic issue in companies; (2) there were as many outcomes for training as there were companies studied; (3) the quality assurance movement has had a major impact; (4) the mix of company needs and individual needs for training is confusing; and (5) there is a lack of understanding of the national training reforms. (Contains 20 references) (KC)

ED 420 825 CG 028 548

Nichols, Katurah; Ward, Sandra
A Comparison of DAS and WISC-III Scores for Children with Disabilities.
PUB DATE- 98

NOTE- 10p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Disability Identification; Intelligence; *Intelligence Tests; *Learning Disabilities; *Validity
IDENTIFIERS- *Differential Ability Tests; Wechsler Intelligence Scale for Children III

The Differential Ability Scales (DAS) was created to provide practitioners with an alternative instrument that may be as effective as WISC-III in picking up specific patterns of learning difficulties. Useful features and differences in the administration strategy of DAS are reviewed. DAS provides extended age ranges and out-of-level testing, improving its usefulness for students from a non-normal sample. Scoring is reviewed. The differences of outcomes on the DAS and WISC-III are investigated in a sample of children receiving LD services (N=26). Descriptive statistics are reviewed for the sample. Comparisons are made between DAS General Conceptual Ability (GCA) (total cognitive score) and WISC-III Full Scale IQ (FSIQ). Analyses of correlations between WISC-III IQ's and DAS cluster scores are presented. Intercorrelations are presented for Verbal IQ (VIQ), Performance IQ (PIQ) and Full Scale IQ (FIQ) of the WISC-III; and for Verbal Comprehension, Non-verbal, Spatial, and GCA scores of the DAS. Differences between mean scores of WISC-III IQ's and DAS cluster scores, and correlations between significant differences for individuals are presented. Evidence of concurrent validity is presented. Findings support the usefulness of this test with an LD population. Implications of these findings are discussed in the context of educational assessment and clinical use. (EMK)

ED 420 906 EA 029 108

Beck, Charles E.; Schornack, Gary R.
Understanding Educational Change: A Systems Model Approach.
PUB DATE- 98
NOTE- 32p.; Paper presented at the North American Conference on the Learning Paradigm (2nd, San Diego, CA, January 10-13, 1998). The bibliography contains small type that may have poor reproduction.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Development; Elementary Secondary Education; Higher Education; Models; Systems Analysis; *Systems Approach

This paper explores the use of a series of heuristic models that identify the interrelated components of the broader educational process. This heuristic schema was designed so that educators can examine the purpose and limitations associated with models and subsequently enhance their ability to guide changes within their own institutional setting. The paper begins examining the purpose and limitations associated with models as a means of analysis. Building on a systems perspective, it then discusses the way in which the communication process expands a basic system. The paper suggests that the Learning Paradigm, as well as the Educational Process, follow the Rhetorical Process. Since the Educational Process essentially extends the Rhetorical Process, the categories for analysis in the Learning Paradigm parallel the elements of the Rhetorical Process. Developing these categories more completely yields the Educational Process, thus leading to the identification of the interrelated elements that comprise an educational system. An elaboration of these elements constitutes the bulk of the paper. Since educational change requires extensive communication, the Transactional Model of Communication is presented to identify the difficulties encountered in reaching consensus. (Contains 79 references.) (RJM)

ED 420 926 EA 029 191

Mannion, Patrick T.
Trusting Transformational Principals: An Empirical Surprise.
PUB DATE- 98
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Leadership Styles; Models; *Principals; Questionnaires; Regression (Statistics); Secondary Education; Suburban Schools; *Teacher Attitudes; *Trust (Psychology)
IDENTIFIERS- *Transformational Leadership; *United States (Northeast)

This study explored the relationship between transformational leadership and trust in schools. The central thesis is that high levels of trust should significantly correlate with transformational leadership behaviors by school principals. The study involved a sample of 451 teachers in 39 public secondary schools located in four suburban areas surrounding a large northeastern city. Participants completed the Trust Scale and the Multi-Factor Leadership Questionnaire (X) Short Rater Form (MLQ), which empirically measure trust and transformational leadership characteristics. Study data were then analyzed by regression techniques. Results indicated a significant correlation between the Trust in Principal score on the Trust Scale and Transformational Leadership score on the MLQ. This relationship did not hold between the Trust in Colleagues score on the Trust Scale and the Transformational Leadership score on the MLQ. The relationship was also not present between the Trust in Organization score on the Trust Scale and the Transformational Leadership score on the MLQ. Apparently, the relationship existing between trusted principals who are transformational leaders and faculty does not translate into a trusting relationship among colleagues or a trusting relationship between teachers and the school organization. Contains 5 tables, and 13 references. (Author/MLH)

ED 420 964 EC 306 536

Dahlquist, Lori Hubble
Classroom Amplification: Not Just for the Hearing Impaired Anymore.

PUB DATE- 98
NOTE- 4p.; Paper presented at the CSUN 1998 Conference (Los Angeles, CA, March 1998).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acoustical Environment; *Assistive Devices (for Disabled); *Audio Equipment; *Auditory Perception; *Classroom Environment; Elementary Secondary Education; Hearing Impairments; Noise (Sound)
IDENTIFIERS- *Soundfield Equalization

This paper discusses the difficulties that children with central auditory processing difficulties can have in the classroom environment. Classroom acoustics that can hinder a child's accessibility to instruction are discussed, including open windows or windows not designed to be acoustic barriers, increased reverberation time in rooms with high ceilings, bare floors and walls, and high ambient noise. Soundfield equalization is described as a classroom listening strategy that creates an environment where each child is at a favorable speaker-listener distance by routing the teacher's voice through small, wireless, high-fidelity public address systems self-contained in the classroom. The positive results that students have had in classrooms with soundfield equalization are highlighted. (CR)

ED 420 983 EC 306 558

Ferguson, Dianne L.; Ralph, Ginevra
Supportive School and Community Education Program: Preparing Supportive Educators for Students with Low Incidence and Severe Disabilities. Final Report. Executive Summary.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; Inclusive Schools; *Minority Group Teachers; *Paraprofessional School Personnel; *Preservice Teacher Education; Professional Development; *Severe Disabilities;

Teacher Education; Teacher Recruitment; Teacher Role; *Training Methods

This document summarizes the final accomplishments of the Supportive School and Community Education Program (SSCE), which was designed to prepare supportive educators for students with low incidence and severe disabilities. The SSCE was awarded a federal grant for a four-year period, 1992-96, to expand an established preservice preparation program. The program targeted recruitment among two groups: (1) educators working in general or special education who were underqualified to serve students with low incidence severe disabilities, and (2) persons of color, disability, and cultural difference who have been traditionally underrepresented in the teaching profession. Over the four years, the program provided full or partial support for 57 students for training as classroom teachers and educators serving in the emerging field of itinerant support consultants. In addition, 247 students participated in SSCE coursework and activities. The report presents an overview of the project objectives and activities and a narrative description of particular areas of accomplishment, and provides a summary of accomplishments in all areas. Attachments include a continuing professional development task log and task description, practicum evaluation forms, a work sample guide and score guides, and articles on the challenges of inclusion and the changing role of special educators. (CR)

ED 421 026 HE 031 302

Gilbert, Sid
Quality Education: Does Class Size Matter?
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Class Size; College Faculty; *College Instruction; Competence; *Course Organization; Educational Quality; Foreign Countries; Higher Education; *Instructional Effectiveness; Outcomes of Education; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods

This paper reviews the research on the effects of class size on educational quality in higher education, and discusses the characteristics of the students and kinds of course organization that facilitate effective large-class teaching. It notes that while early research found that class size mattered, newer studies have shown that factors other than class size are more important to educational quality. Studies of teaching effectiveness have found that course organization and instructor practices are more important than class size in producing positive student outcomes. The paper states that instructor competency, concern for students, energy level, speaking ability, organization, and clarity are the factors that help students learn in large classes. It also argues that student involvement and personal contact between the professor and the students make a significant difference in learning outcomes, and that this can be encouraged through brainstorming sessions, asking questions and encouraging dialogue, dividing the class into smaller task-oriented groups, facilitating problem solving and critical thinking skills by starting class with a puzzle or problem, and class debates, simulations, and role playing. (Contains 18 references.) (MDM)

ED 421 067 HE 031 411

Verdejo, Felisa, Ed.; Davies, Gordon, Ed.
The Virtual Campus: Trends for Higher Education and Training.
PUB DATE- 98
NOTE- 310p.; Papers presented at a the Joint Working Conference of Working Groups 3.3 and 3.6 of the International Federation for Information Processing (Madrid, Spain, November 27-29, 1997).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Mediated Communication; Computer Networks;

Computer Oriented Programs; Computer Uses in Education; Cooperative Learning; *Distance Education; Foreign Countries; Global Approach; Higher Education; Information Technology; *Internet; Program Evaluation; Technological Advancement; *World Wide Web
IDENTIFIERS- European Union; Globalization; *Virtual Classrooms

This volume presents 27 papers given at a conference on the virtual campus. Papers are grouped into five parts: (1) keynote presentations, (2) global approaches, (3) evaluation studies, (4) collaborative learning and group activities, and (5) web tools and web applications. The papers are: "New Wine and Old Bottles? Tele-learning, Telematics, and the University of Twente" (B. Collis); "Virtual Learning Centers for XXIst Century Organizations" (G. Paquette); "New Research Avenues on Multimedia Based Learning in the EU" (L. Rodriguez-Rosello); "Learning at a Virtual Campus: Deakin University's Experiences as a Dual Mode University" (E.A. Stacey); "The University for Industry Pilot Project" (M. Thorn, H. Milner); "Introduction to Global Approaches" (E. A. Stacey); "A Web-Based Learning Environment: Applying Constructivist Teaching Concepts in Virtual Learning Environments" (N. Henze, W. Nejd); "An Experience in UNED on Building Up a Virtual Campus" (C. M. Perez-Molina et al.); "The Impact of the Internet on Academic Research Practices" (C. Dowling); "Comparison of Students' Thinking Processes When Studying with WWW, IMM, and Text-Based Materials" (L. Henderson et al.); "Collaboration Between Universities and Enterprises in the Knowledge Age" (R. Lewis, C. Vizcarro); "Cultural Contextualisation of Learning with the World Wide Web" (M. Wild and L. Henderson); "New Approaches for Collaborative Learning and Group Activities" (A. Paiva); "Towards a Model of Collaborative Support for Distance Learners to Perform Joint Tasks" (B. Barros et al.); "Using the World Wide Web to Promote Educational Discussion on University Level Courses" (P. Hietala et al.); "Distance Education and Distributed Virtual Environments' (H. Trefftz et al.); "Self-Organised Group Activities Supported by Asynchronous Structured Conversations" (C. Vieville, A. Derycke); "Web Tools and Web Applications" (E. Pastor); "How to Distribute Learning Facilities by Means of a Network: Some Issues and a Case Study" (G. Adorni et al.); "A GCSE Project for the Distance Evaluation of Knowledge of French as a Foreign Language" (R. Bedanokova, Ph. Teutsch); "Conceptual Learning of Sciences Supported by Java Compliant Technologies" (S. Divjak); "Extending Web Educational Applications via SGML Structuring and Content-Based Capabilities" (B.Fernendez-Manjon et al.); "SimulNet: Virtual Tele-Laboratories over the Internet" (M. Llamas et al.); "A Distance Learning Application Based on a Digital Library of Courseware" (M. Marolt, M. Privosnik); "Authoring Tools for Network-Based Training" (E. McDaid et al.); and "Using Telematics to Overcome Educational Constraints: Teaching Differential Equations Using the World Wide Web and Multimedia Technology" (G.P. Tsironis, G. Neofotistos). (Individual chapters contain references.) (DB)

ED 421 086 IR 018 805

Laffey, James M.; Musser, Dale; Wedman, John
A Technology Infrastructure for Teacher Education.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Computer Networks; *Computer Uses in Education; Cooperative Programs; Educational Objectives; *Educational Technology; Faculty Development; Higher Education; Information Technology; Instructional Materials; Internet; Microcomputers; Partnerships in Education; Student Journals; *Teacher Education; Training
IDENTIFIERS- Computer Users; Connectivity; *Technological Infrastructure; University of Missouri

This paper describes an innovative technology infrastructure for teacher preparation in a land grant university that is committed to a vision of technology-using educators--the new Undergraduate Teacher Development Center (UTDC) at the University of Missouri College of Education, designed through a collaborative process with school districts and members of the government and business communities. Described in detail, key pieces of the technology infrastructure for the UTDC include: (1) a set of technology markers (i.e., milestones or achievements expected of students) for teacher education majors; (2) provision of laptop computers for teacher education students and faculty, in order to achieve the high expectations for student outcomes as represented by the markers; (3) support for using technology; (4) the Interactive Shared Journal System, an Internet-based tool for enabling students to create journals about field experiences and share these journals with other educators; and (5) a partnership with 19 school districts, including a telecommunications system to connects with these schools. Three short case reports are used to describe how the technology infrastructure is influencing teaching and learning in the College of Education. Lessons learned in the first year are discussed in terms of technical challenges, access/usage, and curriculum integration. (AEF)

ED 421 106 IR 018 825

Chisholm, Ines Marquez; Irwin, Leslie; Carey, Jane M.
An International Comparison of Computer Perceptions, Attitudes and Access.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *Computer Attitudes; *Computer Literacy; Computer Uses in Education; Cross Cultural Studies; *Cultural Differences; Developed Nations; Developing Nations; Economic Factors; Foreign Countries; Higher Education; Sharing Behavior; *Student Attitudes; Student Surveys; Use Studies
IDENTIFIERS- *Access to Technology; China; *Computer Use; Computer Users; Disk Operating Systems; Ghana; Home Computers; United States; Windows (Software)

This study examined cross-cultural technology training and education. A four-part questionnaire addressed computer training preferences, computer attitudes and perceptions, and computer access among Chinese, Ghanaian, and American students in college business and education classes. The differences in computer ownership among students reflected economic realities. The majority of the American students have computers at home; the few Chinese and Ghanaian students who own a computer are likely to be children of university professors and to live at home. The willingness of Chinese and Ghanaian students to share a computer has economic and cultural roots; 42.3% of the Chinese and 31.3% of the Ghanian students preferred to share the computer while working in the university labs. Only 7.1% of the American students preferred to share a computer. The use of DOS versus Windows--the majority of the Chinese students used DOS without Windows--indicates that the power and relative state-of-the-art of Chinese computers is significantly lower than in the United States. In terms of attitudinal differences, the Chinese and Ghanaians feel as positive towards computers as American students, though they have less access to computers. Findings suggest that access and competency are closely linked, and that while the attitudes of Chinese and Ghanaian students are positive towards computers, they have little experience and competence in using them. (AEF)

ED 420 752 CE 076 700

Hayton, Geoff; McIntyre, John; Sweet, Richard; McDonald, Rod; Noble, Charles; Smith, Andrew; Roberts, Paul

Enterprise Training in Australia. Final Report.

SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 96
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Comparative Analysis; *Finance Occupations; Foreign Countries; *Industrial Training; Insurance Companies; Models; National Surveys; On the Job Training; Postsecondary Education; Questionnaires; *Retailing; Training Methods; *Training Objectives; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

In the second phase of a two-phase study, enterprise training in Australia was examined through case studies of training at 12 Australian enterprises in 2 sectors. The six finance and insurance enterprises and six retail enterprises studied were selected to obtain a sample that was representative from the standpoints of enterprise size and geographic location. Both industry sectors were found to be operating within an intensely competitive and increasingly deregulated environment. In both sectors, the primary drivers of training were as follows: customer focus; technological change; workplace change; enterprise commitment to training; and individual decision making. Estimates of training expenditure ranged from 1.4%-5% of payroll in the finance and insurance enterprises and from 1% -4% of payroll in the retail enterprises. The case studies confirmed the overall validity of the model of enterprise training formulated during phase 1 of the study. According to that model, three groups of factors (training drivers, mediating factors, and environmental factors) affect enterprise training. The public policy implications of the case study findings were discussed. (Twenty-seven tables/figures are included. The bibliography contains 36 references. Appended are an overview of the case studies and summary of the survey questions.) (MN)

ED 420 806 CE 076 828

Phillips, Vicky; Yager, Cindy
The Best Distance Learning Graduate Schools: Earning Your Degree without Leaving Home.
PUB DATE- 98
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); *Admission Criteria; Business Administration; Computer Uses in Education; Corporate Education; Correspondence Study; Course Selection (Students); Delivery Systems; Directories; *Distance Education; *Educational Opportunities; Educational Quality; *Graduate Study; Higher Education; International Programs; Internet; Lifelong Learning; Masters Degrees; Program Content; *Program Costs; Reentry Students; Student Characteristics; Student Educational Objectives; Student Financial Aid; Study Abroad; Videotape Recordings

This book profiles 195 accredited institutions that offer graduate degrees via distance learning. The first section of the book examines the following topics of interest to individuals contemplating graduate study through a distance learning program: the increasing numbers of people embarking on graduate study later in life; the quality and benefits of distance education; admission procedures and criteria; available distance education delivery systems (mail, video, the Internet) and their relative advantages and disadvantages; accreditation and ways of avoiding scams and diploma mills; pros and cons of studying abroad while remaining at home; financial aid and strategies for keeping educational costs manageable; when, where, and how to custom-design a degree; and corporate-sponsored distance learning. The remainder of the book is devoted to the school profiles, each of which contain some or all of the following: institution offering the program; postal, e-mail, and World Wide Web addresses; policy regarding campus visits; admission criteria; program(s) offered; tuition, fees, and available financial aid; and notes about the program's history, intended audience(s), and delivery system(s). The bibliography lists 16 references. An index organized by major area of study is included. (MN)

ED 420 865 CS 216 382

Cumberworth, Tiffany J.; Hunt, Janet A.
Improving Middle School Student Writing Skills and Attitudes toward Writing.
PUB DATE- 98
NOTE- 46p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Classroom Techniques; Grade 7; Grade 8; *Instructional Improvement; Junior High Schools; *Learning Strategies; Middle Schools; Motivation Techniques; Student Improvement; Student Surveys; *Writing Attitudes; *Writing Improvement; *Writing Processes; *Writing Skills
IDENTIFIERS- Illinois (West); *Purpose (Composition)

This report describes a plan that was developed for improving middle school student writing skills and attitudes toward writing. The targeted population consisted of seventh and eighth graders in a low to middle class community located in western Illinois. The problems of weak writing skills, ineffective use of the writing process, and poor attitudes toward writing were documented through writing samples, teacher observation of student writing habits, and teacher and student surveys. Analysis of probable cause data revealed that students were unmotivated to use the writing process and lacked a cognitive awareness of the purpose for the writing process. Reviews of instructional strategies revealed little emphasis on revision skills instruction and offered students no "real world" purpose for writing. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: providing real world purposes for writing; implementing a change in the amount and quality of instructional strategies related to the writing process; and emphasizing metacognitive strategies related to the writing process. Analysis of post-intervention data indicated a positive increase in student attitudes toward writing in school and as a lifelong skill. Students also improved their use of the writing process, particularly revision. (Contains 5 tables of data, 1 figure, and 12 references; various sample forms are appended, including survey forms and self evaluation forms.) (Author/CR)

ED 421 004 FL 025 328

Wintergerst, Ann C., Ed.
Focus on Self-Study: Evaluating Postsecondary ESOL Programs.
PUB DATE- 95
NOTE- 116p.; Out of print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultants; *English (Second Language); Higher Education; *Institutional Research; Program Evaluation; Research Methodology; Second Language Programs; *Self Evaluation (Groups)

The guide to self-study of programs teaching English to speakers of other languages (TESOL) contains a series of essays on aspects of the self-study process and products. "Part One: Insights into the Self-Study Process" includes the following articles: "The TESOL Self-Study Program" (Ann C. Wintergerst, Carol J. Kreidler); and "Undertaking a TESOL Self-Study" (Teresa D. O'Donnell). "Part Two: TESOL Self-Study Program Reports" includes the following articles: "Taking on the Challenges of Self-Study" (Alexandra Rowe Henry, Jim Hamrick, Karen Porter); "Program Ownership through Self-Study Involvement" (Norman Evans); "Anatomy of a Self-Study: On-Site Consultants" (Susan Carkin); and "Academic Program Review: A Focused Self-Study" (Carol Numrich, Frances Boyd, Mary Jerome). "Part Three: Helpful Hints" includes the following suggestions: "Do's and Don'ts for Conducting a Self-Study"; and "Further Reading." (Contains 37 references. (MSE)

ED 421 048 HE 031 391

Blueprint for Missouri Higher Education. 1998 Report on Progress Toward the Statewide Public Policy Initiatives and Goals for Missouri Higher Education.

PUB DATE- 98
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; Accountability; Advanced Placement Programs; College Bound Students; College Students; College Transfer Students; Educational Television; Faculty Workload; Governance; Higher Education; Minority Groups; *Outcomes of Education; Postsecondary Education; Program Evaluation; Student Financial Aid; Teacher Education
IDENTIFIERS- *Missouri

In 1992, Missouri's Coordinating Board for Higher Education (CBHE) adopted 24 higher education goals that would fulfill its vision statement and address needs identified in its task force report. Baseline data for these goals were gathered in 1993, and annual data have been collected through state and federal surveys completed by the state's public and independent colleges and universities. This report provides an update on the progress the state is making toward these goals, which include initiatives in the following areas: high school core curriculum, advanced placement opportunities; underrepresented groups and minority student participation and success; prospective school teachers; remedial education; enrollment at public four-year colleges and universities; admission categories; success rates of entering freshmen; geographic access to postsecondary technical education; student transfers; minority employment in Missouri higher education; degree program assessment; assessment in the major field of study; national recognition of graduate and professional programs; changes in funded positions by employment category; faculty workload; student financial aid; performance-based funding; instructional and research equipment facilities; accountability reporting; operating and capital funding; and governance. Appendices include a status summary on a state plan for a postsecondary instructional television network; and a review of academic programs by campus. (Contains 47 charts). (MAB)

ED 420 789 CE 076 764

Imel, Susan
Spirituality in the Workplace. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Corporations; Employer Employee Relationship; *Employment Practices; *Organizational Change; Organizational Climate; *Religious Cultural Groups; *Religious Factors; Trend Analysis; *Work Environment
IDENTIFIERS- *Spirituality

The "spirituality in the workplace" movement serves a range of interests, including personal fulfillment on the job, a growing need to reconcile personal values with those of the corporation, and corporate desires to help individuals achieve more balanced lives. In addition to being the theme at a growing number of conferences, spirituality has also been the subject of online computer discussions and numerous books. Among the factors that have converged to create the spirituality in the workplace trend are the following: corporate layoffs and downsizing, the aging of the work force, the decline of traditional support networks, and changes in organizational structures. One of the most important issues associated with the growing movement of spirituality in the workplace is whether the movement is compatible with the profit motive that is the goal of most businesses and what happens when the two conflict. The relationship between spirituality and religion is another important issue. Career educators and career development specialists can prepare people for a workplace that includes a spiritual dimension by using the integrated life planning model and the relational approach to careers. (Includes an annotated bibliography of 20 print, organizational, and electronic resources, which comprises more than half of the document.) (MN)

ED 420 845 CS 013 237

Dworin, Joel E.
Biliteracy Development: Perspectives from Research in Children's Reading and Writing.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingualism; *Classroom Environment; Elementary Education; Qualitative Research; Student Characteristics; Teacher Behavior
IDENTIFIERS- Arizona (Tucson); *Biliteracy

Several qualitative studies in biliteracy (a term used to describe children's literate competencies in two languages) among students in English/Spanish bilingual elementary school classrooms have as their core thesis the notion that children, from both Latina/o and other student populations, have the potential to develop literacy in two languages and that these literacies can develop within classroom settings. Little research has been conducted on biliteracy in classroom settings. Even in the field of literacy research, where attention to how different "literacies" are related to social contexts and cultural practices has become a prominent feature of study, the topic of biliteracy has not received much, if any, attention. The study of biliteracy provides a different perspective through which educators may understand Latina/o students in bilingual settings. One of the most significant findings from the qualitative studies (conducted between 1989 and 1996 in the Tucson, Arizona area) was that children's biliteracy development can be attained with deliberate support in classroom settings. Findings also suggest that there are multiple paths to children's biliteracy development; it was the bilingual students who were more equipped to fully participate in activities than their monolingual English peers; there must be a sufficiently viable community of Spanish-speakers as a part of the broader sociolinguistic environment to support classroom biliteracy; teachers who brought a dynamic, holistic philosophy and practice to their classrooms facilitated biliteracy; and biliteracy development may be enhanced by certain combinations of student characteristics. Although more research is needed, biliteracy development holds promise for initiating and sustaining truly "additive bilingualism" in schools. (Contains 38 references.) (RS)

ED 421 027 HE 031 307

Yates, Lyn
Feminism's Fandango with the State Revisited.

PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attainment; Educational Attitudes; *Educational Policy; Equal Education; *Federal Government; *Feminism; Foreign Countries; Government Role; Higher Education; Policy Formation; *Political Issues; *Public Policy; Public Sector; Theories
IDENTIFIERS- *Australia; *Feminist Scholarship

This essay discusses the effects of feminism on educational policy in Australia and the role of feminist educators in developing and implementing the feminist agenda. It also examines the conditions framing Australian feminist work in education. The essay reviews the gains that girls and women have made in educational attainment and employment, as well as the challenges that remain. The paper goes on to examine Australian feminism's engagement with the state, focusing on the increasing role of feminists within government and policy-making bodies and the development of feminist theories. It then discusses macro-state agendas, such as economic rationalism, educational equity, and teacher education. The paper also reviews micro-political issues, such as feminist reform through regulation and accountability, naming and visibility issues, and the problems created by the growing "sophistication" of feminism in Australia. (Contains 38 references.) (MDM)

ED 421 126 IR 018 845

MacNeil, Angus J.; Delafield, Dennis P.
Principal Leadership for Successful School Technology Implementation.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Assistant Principals; Educational Change; Educational Development; *Educational Technology; Elementary Secondary Education; *Instructional Leadership; *Principals; School Administration; School Surveys; Staff Development
IDENTIFIERS- Administrator Surveys; *Barriers to Implementation; *Technology Integration

This study examined technology implementation in the classroom and the principal's perception of what the inhibitors are to technology integration. Surveys were distributed to 112 school administrators--both principals and assistant principals--in a school district in southeast Texas. Sixty-four (57.14%) were returned. Results indicate that principals and assistant principals view technology as very important in their schools and that it is significantly important for teachers to learn technology as a curriculum tool. The study also shows that the main inhibitors to implementing technology in the classroom are lack of financial resources for hardware, software, and infrastructure, and lack of time for professional development and planning. It is concluded that principals and other school leaders must accept the challenge to create supportive conditions which will foster innovative uses of computers. There needs to be closer alignment between the amount of time for professional development with technology and its degree of perceived importance. At each level, funding, training, and leadership issues must be addressed simultaneously if technology in the curriculum is to grow and have an impact on the reform of public education. (Contains 31 references.) (AEF)

ED 420 772 CE 076 736

Foreman, David J.; Dunn, John G.
Management Enhancement Team Approach (META) for the Australian National Training Authority. An Evaluation Report.
PUB DATE- 97
NOTE- 181p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Administration Education; Case Studies; Educational Strategies; Foreign Countries; Formative Evaluation; Inservice Education; Instructional Effectiveness; *Management Development; Pilot Projects; Postsecondary Education; Program Effectiveness; Tables (Data); Teaching Methods; *Teamwork; Vocational Education
IDENTIFIERS- *TAFE (Australia)

The management enhancement team approach (META) is a team-driven management development program designed for managers within Australia's National Vocational Education and Training Sector (NVETS). META, which has been piloted at more than 70 sites across Australia, is designed to identify and address management development needs within the context of an organization's workplace. The META pilot's success was examined through a formative evaluation consisting of six case studies during which data were gathered from the following sources: group interviews with up to 15 staff from each case study site; questionnaires completed by state coordinators, directors of organizations using META, META advisers, and a sample of participants at each site; participants' responses to META evaluation newsletters; and a teleconference with steering committee members. META implementation and funding varied significantly by state/territory. Key organizational factors for META's success included support and proactive commitment by senior executives and allocation of sufficient time for advisers and teams to prepare for META. (Thirty-one tables/figures are included. Appended are the following: case studies; expected benefits from META when applying for funding; list of other management development programs nominated in the survey; strengths and difficulties related to META as perceived by advisers; and survey questionnaires.) (MN)

ED 420 826 CG 028 549

No Big Deal: A Sexual Harassment Training Manual for Middle School and High School Students.

PUB DATE- 98
NOTE- 69p.; The video, "STOP IT! Students Speak Out about Sexual Harassment," is not available from EDRS. It may be purchased from Area Education Association media centers in Iowa.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Environment; Group Activities; Group Instruction; *High School Students; Intermediate Grades; Middle Schools; Secondary Education; *Sexual Harassment; *Training
IDENTIFIERS- *Middle School Students

Students must understand that sexual harassment is a big deal, and that it is against the law. To facilitate discussion on this serious subject, this booklet contains materials for a sexual harassment course designed for middle school and high school students. A video, "STOP IT! Students Speak Out About Sexual Harassment," is designed to be used with the curriculum; it features Iowa high school students discussing harassment from the viewpoint of both the victim and the harasser. The training manual begins by presenting the issue of sexual harassment to the student: what it is, how to recognize it, and how to prevent it. Examples of discrimination are presented and harassment is defined. The difference between sexual harassment and flirting is discussed; guidelines are outlined to distinguish if a behavior has become sexual harassment. The underlying causes and persisting assumptions about sexual harassment are examined. The emotional affect on the victim is emphasized, and the curriculum concludes by outlining strategies to prevent and stop sexual harassment in schools. Case studies, transparency and brochure masters, a summary of laws concerning harassment, a glossary, additional projects, surveys, and a model school policy on comprehensive harassment are included in the appendix. (MKA)

ED 420 885 CS 216 424

Long, Kim Martin
Technology in Teacher Education: Possibilities and Practicalities.
PUB DATE- 98
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Computer Uses in Education; English Instruction; High Schools; Higher Education; *Instructional Materials; Internet; *Teacher Education; *Technological Advancement
IDENTIFIERS- *Access to Technology; Pennsylvania; *Technology Integration

For a college educator who works with students seeking certification to teach English, supervising student teachers affords the opportunity to visit many schools in any given semester. In Pennsylvania, school districts fund their own schools (with very little state assistance), so there is immense diversity in terms of access to technology. The educator's institution is in a rural area--nearby are Amish/Mennonite communities, Carlisle, a fairly large city which is progressive and competitive, and Chambersburg, another fairly large town in the vicinity of the university. Students in Chambersburg's high school have a small lab of outdated Macs. West Perry School District has an enterprising English teacher who received 25 old IBM PC's, which her students use as if they were cutting edge equipment. Everett, located in the what seems like middle of nowhere, has Internet-accessed computers in the secondary school, with staff development personnel for training and a grant writer for a project to put student portfolios online. The minimum components necessary for success with technology are the technology itself, software, a dedicated tech support staff, regular staff development on practical implementation of the equipment, a clear plan for technology, and vision. Students need readiness skills, motivation to excel using technology, reliable tools with which to work, and a comprehensive integrated curriculum. Staff needs training and practice, resources (stipends, release time), support in terms of tech and curriculum design, and time and access. (NKA)

ED 420 907 EA 029 109

Dorfman, Diane
Building Partnerships Workbook. Strengthening Community Education: The Basis for Sustainable Community Renewal.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 46p.; Adapted from "Strengthening Community Education: The Basis for Sustainable Community Renewal" by Brett Lane and Diane Dorfman.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Community Development; *Community Education; *Educational Development; Elementary Secondary Education; *Partnerships in Education; *School Community Relationship; Workbooks

This workbook presents suggestions for people who yearn to build strong, active, involved communities. It discusses how organizers can conceptualize networks and the practices that will help to bring this about. The guide discusses issues that arise in the first stages of community development, beginning with basic questions about understanding the concept and practice of community. The overriding theme explores community as a relationship among people that is the foundation of organizational and institutional partnerships. The guide allows persons to identify and understand social networks in communities, and it examines a number of models of collaborative networks to understand the various bases on which partnerships can form. It compares assumptions about what makes a strong, effective partnership by looking at what different kinds of partnerships should be able to do. The workbook also asks how questions surrounding community development may be reformulated to include issues particular to both rural areas and to small schools. The text should be useful for organizing community groups, discovering who wants to commit to the process, and practicing the art of social relations. (RJM)

ED 420 927 EA 029 206

Office for Civil Rights, Annual Report to Congress, Fiscal Year 1997.

PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ability Grouping; *Age Discrimination; Annual Reports; *Civil Liberties; Disabilities; Elementary Secondary Education; *Federal Government; Government Role; Grading; Higher Education; *Law Enforcement; *Racial Discrimination; *Sex Discrimination; Track System (Education)
IDENTIFIERS- *Office for Civil Rights

The Office for Civil Rights (OCR) enforces federal civil rights laws prohibiting discrimination in programs and activities receiving federal financial assistance from the Department of Education. Laws enforced by OCR include: (1) Title VI of the Civil Rights Act of 1964, prohibiting discrimination on the basis of race, color, and national origin; (2) Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex; (3) Section 504 of the Rehabilitation Act of 1973, prohibiting discrimination on the basis of disability; (4) Age Discrimination Act of 1974; and (5) Title II of the Americans with Disabilities Act of 1990. The OCR's enforcement authority extends to almost 15,000 school districts, over 3,600 colleges and universities, approximately 5,000 proprietary organizations, and thousands of libraries, vocational rehabilitation agencies, and correctional facilities. During fiscal year 1997, OCR's 12 enforcement offices focused on disability discrimination; discrimination against minorities in special education, remedial courses, and math, science and other advanced-placement courses; access to programs for limited-English-proficient students; racial and sexual harassment; discriminatory use of tests and assessments; discrimination in higher education admissions and the appropriate use of affirmative action; equity in athletics; and school and college desegregation. This annual report explains the laws protecting students and employees; outlines OCR's complaint resolution, compliance review, and technical assistance processes; and discusses 1997 case examples and enforcement actions. (MLH)

ED 420 945 EC 306 509

Hall, Mair; Lambert, Philip
Faith Communities and Inclusion of People with Developmental Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Church Role; *Community Role; *Developmental Disabilities; Foreign Countries; Information Sources; Normalization (Disabilities); *Organizations (Groups); Publications; *Religion; *Social Integration; Videotape Recordings
IDENTIFIERS- Faith Communities; L Arche

This document presents summaries of a variety of resources concerned with the inclusion of people with developmental disabilities in faith communities. Each listing usually provides bibliographic information, source and price information, and a summary or description. Following an introductory essay, the first section provides summaries of 43 articles, books, curricula, and videos. The next section describes three resources for L'Arche, an international federation of intentional and inclusive faith communities. The next three sections describe six newsletters, five mission and pastoral statements, and 16 organizations. Attached are reprints of the following articles: "A Rosh Hashanah Birthday" (W. C. Gaventa); "How the Religious Community Can Support Transition to Adulthood: A Parent's Perspective" (B. Hornstein); "Disability for the Religious" (P. J. Majik); "Frayed at the Edges: The Intertwined Threads of Life and Disability" (M. J. Owen); "The Wisdom of Human Vulnerability--Disability: The Tie Which Binds" (M. J. Owen); " Who Causes the Blind To See'? Disability and Quality of Religious Life" (A. Rose); and "The Masks of God" (A. Sobolewska). (DB)

ED 420 965 EC 306 537

Espe, James O.
Creating School Based Assistive Technology Teams in Rural States: An Inservice Training Model.
PUB DATE- 98
NOTE- 5p.; Paper presented at the CSUN 1998 Conference (Los Angeles, CA, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Appropriate Technology; *Assistive Devices (for Disabled); *Disabilities; Distance Education; Educational Technology; Elementary Secondary Education; *Inservice Teacher Education; Models; Postsecondary Education; *Professional Training; Rural Schools; Teamwork; *Training Methods
IDENTIFIERS- Idaho

This paper describes an inservice training program, developed collaboratively by the Idaho Assistive Technology Project and the Idaho State Department of Education, that is designed to increase the expertise of Idaho's special educators in the area of assistive technology. The lack of training Idaho's special educators have had in assistive technology and the need for training is discussed. Eleven school districts are participating in the training. The school districts have training teams that consist of special and regular educators, speech and language pathologists, physical therapists, occupational therapists, special and regular education administrators, and parents. The training uses self-administered training modules that include floppy discs, CD-ROMS, video tapes, worksheet packets, and a final test on a computer disc. In addition to the training modules, participating districts are provided with kits consisting of several pieces of assistive technology. The training model has been found to provide an effective and efficient method of training special education personnel in how to select, acquire, and use assistive technology with students with disabilities. (CR)

and the changing role of special educators. (CR)

ED 420 984 EC 306 559

Mullins, Frank; Morris, Sidney; Reinoehl, Kim
Recruitment and Retention of Special Educators and Related Services Personnel: State Plan and State Strategic Plan Provisions. 1997 Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Personnel; Certification; College School Cooperation; *Disabilities; Elementary Secondary Education; Higher Education; Mentors; Paraprofessional School Personnel; Program Development; Special Education; *Special Education Teachers; State Departments of Education; *State Programs; Statewide Planning; *Teacher Persistence; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- Individuals with Disabilities Education Act Part B

This paper reviews all of the 50 state plans required under Part B of the Individuals with Disabilities Education Act (IDEA) in order to identify state initiatives dealing with the recruitment and retention of special education personnel. The beginning of the report explains the requirements under IDEA relevant to recruitment and discusses the importance of recruiting and retaining qualified special education teachers. Results of the analysis indicate: (1) 10 states have specific retention programs for special educators; (2) 33 states have inservice training to promote retention; (3) 2 states have special educator recruiting programs; (4) 27 states have minority recruiting programs; (5) 5 states have ethnic-specific recruiting programs; (6) 10 states have high school recruiting programs; (7) 10 states have programs for forgiving loans from institutions of higher learning; (8) 6 states have procedures for using paraprofessionals; (9) 19 states have mentor programs; (10) 7 states have training for mentors; (11) 23 states have specific techniques that address collaboration with institutions of higher education to enable better recruitment and retention for the state; and (12) 6 states have alternative certification. Appendices include descriptions of the recruitment and retention initiatives of the different states. (Contains 12 references.) (CR)

ED 421 005 FL 025 329

Haskell, John F., Ed.
Selected Articles from the TESOL Newsletter, 1966-1983.
PUB DATE- 84
NOTE- 285p.; Selected from a total of some 17 volumes/75 issues/1000 articles. The full "TESOL Newsletter" is also archived in ERIC, e.g., see ED 289 347.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Cultural Context; *Cultural Education; Dialects; Diglossia; Educational Strategies; *Educational Trends; Elementary Secondary Education; *English for Special Purposes; *English (Second Language); Grammar; Higher Education; Instructional Materials; Language Teachers; *Language Tests; Linguistics; Professional Development; Reading Instruction; Second Language Instruction; Standard Spoken Usage; Student Evaluation; Teacher Education; Teaching Methods; Testing; Trend Analysis; Vocabulary Development; Writing (Composition); Writing Instruction

The collection contains 142 selected papers printed in the Teachers of English to Speakers of Other Languages (TESOL) Newsletter over the period 1966-1983. The papers are presented in 14 sections: the state of the art of English-as-a- Second-Language teaching; the relationship of language and culture; teaching standard English as a second dialect; English for special purposes; teacher training; other areas of professional interest (curriculum, program development, teacher affective factors, working conditions, accreditation and certification); language assessment techniques; preparing conference presentations; methods and models for language learning; teaching communicative competence; linguistics and grammar; reading and vocabulary instruction; composition and writing; and classroom materials and techniques. Each section includes a brief introduction. A bibliography of articles, by newsletter issue, is appended. (MSE)

ED 421 107 IR 018 826

Bao, Julie Qiu
A Multimedia Comparison of Value Orientations between Chinese and American Elementary Textbooks.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Software; *Cultural Differences; Design Preferences; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Ethical Instruction; Foreign Countries; Multimedia Materials; *Textbook Content; *Values; *Values Education
IDENTIFIERS- *China; United States

This paper examines how values education is taught in Chinese and American elementary schools and what values are advocated in Chinese and American elementary textbooks. Differences in attitude, content, method, and outcome are analyzed in the context of social and cultural backgrounds. It is concluded that American textbooks tend to emphasize personal rights, freedom, identity, and the constitutional heritage, while the Chinese educational system uses the Five-Love principles (i.e., love for the country, love for the people, love of work, love for science, love for socialism/leaders) to teach their children. A description of how the author used Asymmetric ToolBook II 5.0 (a software construction set that teachers can use to develop teaching projects) and Microsoft Power Point to present this research in a multimedia environment is provided, including discussion of overall design of the presentation, readability of the screen, importing digital images, avoiding screen clutter, logical reasoning vs. the non-linear nature of multimedia presentation, and navigation control. (AEF)

ED 421 087 IR 018 806

Shopland, Patricia P.; Kannegieser, Joan K.

The Teacher Education Computer Lab: Planning, Development and Management.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Centers; *Computer Uses in Education; Educational Facilities Design; Educational Technology; Faculty Development; Higher Education; Learning Laboratories; Learning Resources Centers; *Teacher Education
IDENTIFIERS- *Technology Utilization

This paper focuses on the preparation for and development of a teacher education computer lab at Eastern Nazarene College (Massachusetts). Topics addressed include: (1) events leading up to the identification of the need for such a facility, including the authors' intense technology-based professional development experiences and the passing of the 1993 Education Reform Act by the Massachusetts Legislature; (2) communicating the need for the lab; (3) planning the design; (4) funding; (5) purchasing and installing the equipment; (6) managing the lab and responsibilities of the director; and (7) faculty orientation and training. Sixteen recommendations are provided for utilizing a computer lab in teacher education courses. (AEF)

ED 420 753 CE 076 711

Hoppin, Judith; Splete, Howard
Training Needs of Career Development Facilitators.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Counseling; *Career Development; Continuing Education; Counselor Training; *Educational Needs; *Employment Counselors; *Professional Development; Rehabilitation Counseling
IDENTIFIERS- *Facilitators

A needs assessment looked at two aspects of career development facilitators--their perceptions of needed inservice training topics and their views of the importance of facilitator skills or knowledge in effectively performing their jobs. A survey was mailed to career development practitioners in the following areas: adult education, business and industry, colleges and universities, community agencies, community colleges, employment bureaus, the military, private practice, trade or technical schools, vocational rehabilitation, and Job Training Partnership Act sites, with a return of 1,007 forms. More than 80 percent of the respondents had 3 or more years experience, 45 percent had more than 10 years, and 80 percent had a master's degree or above. Analysis of the data gathered showed the following: (1) training is seen as needed by career development facilitators; (2) training is needed in both preservice and inservice programs; (3) facilitators desire skills in training or teaching their clients; (4) facilitators recognize the importance of individual and group counseling skills; (5) skills to use assessment techniques and labor market information are seen as crucial; and (6) training should be tailored to the needs of facilitators in specific work sites. Recommendations were as follows: the provision of more focused training for facilitators to help them work with special populations; the establishment of a clearinghouse for current information regarding the labor market; provision of role models; the need for collaboration between agencies and institutions; the establishment of training programs focused on the basic counseling process; and training provided in job search strategies. (Nine appendixes contain survey materials and analyses.) (KC)

ED 420 790 CE 076 765

McIntyre, Scott Elmes
Superior-Subordinate Conflict Management Style Reported by Self and Other.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Conflict Resolution; *Employee Attitudes; *Employer Attitudes; *Employer Employee Relationship; Foreign Countries; Supervision; *Supervisors; *Supervisory Methods

A study examined how managers report handling conflict, in comparison with their subordinates' ratings. The model used includes two dimensions, concern for self and concern for others, with five interpersonal conflict-handling styles: Avoiding, Dominating, Compromising, Integrating, and Obliging. Data were gathered using the Rahim Organizational Conflict Inventory II on 109 managers and 372 subordinates from East Coast companies. The study found that managers and their subordinates agree on the ranking of the conflict management strategies used by managers, ranking them in order of frequency used as Integrating, Compromising, Obliging, Dominating, and Avoiding. Since the two most-used styles reflect social desirability, involving a moderate-to-high concern for self and others, these styles are more congruent with current organizational changes that espouse a more participative, group-based approach to managing employees and conflict. Differences were found between the managers' self-reported conflict management style and the subordinates' ratings. Managers reported being more Integrating and Dominating whereas their subordinates rated them as more Avoiding and less Compromising than the managers rated themselves. The study confirmed the assertion that self-report data may yield different information than ratings by other, suggesting that these two sources of information should be considered when evaluating managers' conflict management strategies. (11 references) (Author/KC)

ED 420 807 CE 076 829

Davis, Brent W.
Improving Student Achievement and Behaviors in the Middle School Applied Technology Laboratory.
PUB DATE- 98
NOTE- 49p.; Master of Arts in Action Research Project, St. Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; Action Research; *Behavior Modification; Change Strategies; Educational Improvement; Junior High Schools; *Middle Schools; Questionnaires; *Science Laboratories; Student Behavior; Teacher Surveys; *Technology Education; *Time on Task; Trade and Industrial Education

An action research project was conducted to find ways of increasing the productive use of time in middle school applied technology laboratories. The population targeted for the study consisted of 26 middle school students in a growing middle-class Illinois community. The problem of nonproductive use of class time was documented through test scores, uncompleted worksheets, and teachers' observations of behavior. The following items were identified as contributing to the problem of nonproductive use of class time: weak student study skills, inadequate or unclear statement of classroom expectations, and inadequate student social skills. Students' productive use of time in an applied technology laboratory was determined to be related to curriculum, classroom organization, and student social and academic skills. An intervention involving the use of daily student lesson logs and daily behavior checklists was tested for three weeks. Postintervention data indicated an increase in student achievement and decrease in inappropriate classroom behaviors. The teacher behavior checklists also indicated an increase in students' use of classroom time. (The paper contains 19 references. Appended are the following: list of available technology modules; sample module schedule; sample of module behavior and score checklist; sample technology teacher survey; and sample lesson log.) (MN)

ED 420 846 CS 013 238

Burns, Eric
The Joy of Books: Confessions of a Lifelong Reader.
PUB DATE- 95
NOTE- 208p.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Books; Censorship; Cultural Context; Reading Habits; *Reading Interests; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Educational Issues; Electronic Media; *History of Reading; *Lifelong Readers

This book presents an informal history of books and reading, beginning with the first clay tablets and continuing on to the latest novels. The history recounted in the book reveals the power books have always had to delight and entertain, and to enlighten, educate, and "raise possibilities." But the story of reading also contains many dark chapters on book burning and censorship--from Plato's suspicion that books can "tell lies" to the concerted efforts by religious fundamentalists and others to ban or bowdlerize the classics of world literature. The book notes other enemies such as the effects of "political correctness," the "dumbing down" of education, and the growing indifference to the printed page in a culture overrun by electronic media. The book concludes with a 572-item book list by "an amateur with no special training"; the list is divided into sections on fiction, classic and contemporary; on contemporary genre fiction and poetry; and on nonfiction--subdivisions on biography, autobiography, and memoir, on American history and world history; and politics, current events, culture, and media. (NKA)

ED 420 866 CS 216 383

Brecher, Diane; Gray, Marian; Price, Sue; Sayles, Kathleen
Improving the Spelling of High Frequency Words in Daily Writing across the Curriculum through the Use of Multiple Intelligences.
PUB DATE- 98
NOTE- 157p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Grade 2; Grade 3;

*Instructional Improvement; *Multiple Intelligences; Primary Education; *Spelling; *Spelling Instruction; *Transfer of Training; Word Lists; *Writing across the Curriculum
IDENTIFIERS- Illinois (Central); Spelling Growth

A program was developed for improving the spelling of high frequency words in daily writing across the curriculum through the use of multiple intelligences. The targeted population consisted of second and third grade students in a middle class community in central Illinois. The problem was documented by parent surveys; teacher interviews, observations, and journal entries; anecdotal records; pretests and posttests; weekly spelling tests; and writing samples. Analysis of probable cause data revealed that students performed well on weekly spelling tests, yet did not transfer this knowledge to spelling high frequency words in daily writing across the curriculum. Teachers reported inconsistent instruction in basic spelling rules. Review of curricula content and instructional strategies revealed a lack of scheduled time devoted to spelling, reliance on rote memorization with little or no use of multiple intelligences strategies, and lack of students' spelling consciousness in editing. A review of solution strategies, combined with an analysis of the problem setting, resulted in selection of three major categories of intervention: development of spelling lists using high frequency words; incorporation of multiple intelligences centers to practice words; and assessment of writing samples to monitor the transfer of high frequency words. Based on the presentation and analysis of results, students showed significant improvement in spelling and transferring 100 high frequency words. They understood they were accountable for spelling these words correctly in all curriculum areas and were able to internalize and use these words in daily writing. (Contains 26 figures and 30 references; various sample forms are appended.) (Author/CR)

ED 421 049 HE 031 392

Show-Me. Higher Education: Results of the Blueprint. Missouri Department of Higher Education. 1997 Annual Report.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; *Accountability; College Students; Educational Objectives; *Educational Planning; Governance; Higher Education; *Outcomes of Education; Program Evaluation; *Self Evaluation (Groups); Strategic Planning; Student Financial Aid; Technical Education
IDENTIFIERS- *Missouri

In 1996, Missouri's Coordinating Board for Higher Education adopted a new strategic plan. This annual report describes the efforts in 1997, of Missouri's higher education community to

meet these goals. The report's findings, which are listed by initiative, include the following: (1) institutional mission review and enhancement efforts entered their third phase during 1997, with four institutions receiving funding for their enhancement programs; (2) Missouri Student Assistance Resource Services, which provides postsecondary financial assistance to Missouri families through outreach programs and the administration of state and federal aid programs, assisted nearly 86,000 students with grant, scholarship, and loan awards totaling $288 million annually; (3) telecommunications-based delivery of education, implemented under the guidance of the telecommunications advisory group, included the first dedicated state appropriation ($5 million) for the Missouri Research & Education Network to connect to the Internet and continued work on the development of a statewide automated library system; (4) Missouri's state plan for postsecondary technical education was clarified in response to several emerging issues; and (5) the Funding for Results program led to improved student performance and increased student academic success, retention, and job placement. Appendices provide information on academic affairs, higher education funding, legislation, and statistics, planning and policy development, and Missouri's proprietary school certificate program. (MAB)

ED 421 068 HE 031 412

Student Loan Debt: Problems & Prospects. Proceedings from a
National Symposium (Washington, DC, December 10, 1997).
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Credit (Finance); Financial Problems; Higher
Education; Loan Default; *Loan Repayment; *Paying for College;
Policy Formation; Student Financial Aid; *Student Loan
Programs; *Student Responsibility
IDENTIFIERS- *Debt (Financial)

These proceedings include five papers presented at a symposium on issues related to the increasing amounts of student borrowing and resulting student debt. Also included is a synopsis of a roundtable discussion addressing core questions framed by the symposium, as well as several public policy options for addressing student loan debt burden. The first two papers describe recent research on current borrowing patterns and debt levels, and how these have changed in recent years. The papers are: "Student Borrowing: Is There a Crisis?" (Jacqueline E. King) and "Reality Bites: How Much Do Students Owe?" (Patricia M. Scherschel). The third paper, "Early Labor Force Experiences and Debt Burden" (Susan P. Choy) describes a study comparing the early labor force experiences of borrowers and nonborrowers. In the fourth paper, "Life After Debt: Summary Results of the National Student Loan Survey" (Sandra Baum and Diane Saunders), findings of a national survey of students' repayment experiences and attitudes toward borrowing are reported. The final paper is "Singing the Student Loan Blues: Multiple Voices, Multiple Approaches?" by Patricia Somers and James Cofer. It details results of borrower interviews concerning student experiences with borrowing, lenders, and their colleges. The final chapter reports on the roundtable discussion which identified various policy options, including avoiding raising loan limits, especially for first-year students, and investigating ways to limit the use of credit cards to finance postsecondary education. Attached are the symposium agenda and a list of participants. (DB)

ED 421 127   IR 018 846

MacNeil, Angus J.; Harmon, Stephen W.
Facilitating Interpersonal Communication with Technology in
  Principal Preparation Programs.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology &
  Teacher Education International Conference (9th, Washington,
  DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)

DESCRIPTORS- *Administrator Education; *Authors; *Computer
  Mediated Communication; Elementary Secondary Education; Higher
  Education; Instructional Innovation; *Instructional Leadership;
  Internet; *Principals; Student Motivation; Student Reaction;
  *Teleconferencing; Textbooks; Video Equipment
IDENTIFIERS- University of Houston Clear Lake TX

This paper illustrates and explains the procedures, benefits, and precautions of using technology to personalize the learning experience. Specifically, conferencing technology was used to communicate with the authors of a textbook, "The Handbook for Teacher Leaders," (Leonard Pellicer and Lorin Anderson), used in a principal preparation program. In the fall 1995 semester, graduate students in the Instructional Leadership class at the University of Houston Clear Lake spoke with the authors of the book via Internet-based video conferencing software. The purpose was to aid the students to become more reflective about the content of the book. The overall reaction of students was favorable; comments showed that the session made the authors' messages from the book more personal to the students. Responses indicated that, even when students did not get the answer they wanted, they still felt that their objections were heard. The session had a motivational effect on the students, in addition to an informational purpose. There were many benefits for the authors as well. Preparing for such a conference requires planning and coordination; the overall result will have significant and lasting effects. Contains 12 references. (AEF)

ED 421 028 HE 031 311

Working While in College. Indicator of the Month.

PUB DATE- 98
NOTE- 4p.; Extracted from "The Condition of Education, 1997", see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *College Students; *Full Time Students; Higher Education; Hispanic Americans; *Part Time Employment; Part Time Students; Racial Differences; White Students; *Youth Employment

This report provides longitudinal data on employment among full-time college students from 1970 through 1995. It notes that the percentage of full-time college students, aged 16 to 24, who were employed rose from 34 percent in 1970 to 47 percent in 1988, and has remained fairly stable since then. The report also states that between 1970 and 1995, white and Hispanic full-time college students, aged 16 to 24, were more likely to be employed than their black peers. Almost half (47 percent) of all full-time college students aged 16 to 24 were employed in October 1995, and more than one-fourth (27 percent) worked at least 20 hours per week. In addition, 83 percent of part-time college students in the same age group were employed, with 73 percent working at least 20 hours per week. (MDM)

ED 421 088 IR 018 807

Solis, Carlos R.
The Electronic Studio and the Intranet: Network-Based Learning.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Mediated Communication; *Computer Networks; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Experiential Learning; Higher Education; Information Networks; Information Technology; Internet; Learning Activities; *Learning Resources Centers; *Student Projects
IDENTIFIERS- Learning Environment; Rice University TX

The Electronic Studio, developed by the Rice University (Texas) Center for Technology in Teaching and Learning (CTTL), serves a number of purposes related to the construction and development of learning projects. It is a workplace, a display area, and a repository for tools, data, multimedia, design projects, and personal papers. This paper presents an overview of how the Electronic Studio concept can serve as an environment in which project-based learning can flourish by facilitating construction, collaboration, and sharing of projects and information objects. Discussion includes the design process; sample projects of the first iterations; refining the Electronic Studio; and differences between the Internet and intranets. Examples are provided of projects already under implementation that take advantage of intranet technologies such as server-based databases and scripts to enable users to participate in a collaborative knowledge base construction to create cross-cultural materials. Creating the technology environment is discussed, including preparing learners, network infrastructure, classrooms, uniformity of system configurations, World Wide Web-based databases, multimedia resource galleries, and use of a Web boarding system for communication. (AEF)

ED 420 773 CE 076 737

Meeting the Training Needs of Operative Level Workers. Occasional Paper 95/4.

PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Blue Collar Occupations; Disadvantaged; Educational Needs; Employment Patterns; Employment Statistics; Foreign Countries; *Job Training; Postsecondary Education; Secondary Education; *Semiskilled Occupations; *Staff Development; Technological Advancement; Unemployment; *Vocational Education; Wages
IDENTIFIERS- *Australia

Clerks, salespersons, plant and machine operators and laborers, and related workers, defined as operative workers, currently form more than half the work force. They share the following characteristics: comparatively low earnings, limited qualifications, often employed in industries subject to economic restructuring and sensitive to economic cycles, and are subject to higher rates of labor mobility. Although already low skilled, they receive less training both through the publicly funded system and from their employers. Recent Australian and overseas research has found that improving the skills of operative level workers can benefit employers through enhanced efficiency and productivity and a more flexible work force. A retraining strategy that is integrated into the existing delivery of vocational education and training (VET) and meets the specific needs of the existing operative level work force is critical. This would require the following actions: identifying the type and level of training operative workers may require; emphasizing their needs during the profile process so maximum training opportunities can be provided through the public VET system; encouraging public providers and employers to provide more training; and flexible delivery. (Appendixes include state training profiles and the role of Australian state training agencies.) (YLB)

ED 420 886 CS 509 857

Chen, Joyce; Bankston, Ronnie
The Diffusion of Computer Skills in Communication Curricula: Is There a Gap between the Educational Experience and Employers' Needs?
PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Communication Association (Chicago, IL, April 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; *Computer Attitudes; *Computer Literacy; Higher Education; Information Technology; Interviews; *Job Skills; Majors (Students); *Mass Media; *Speech Communication; Telephone Surveys
IDENTIFIERS- *Technology Integration

Computers are now perceived as a required resource by business, education, and government, as well as in personal life. The rates of adoption of information technologies among these groups (business, education, government, family/individual) have varied, which may have created knowledge gaps. Based on the data collected from a telephone survey in a Midwest city and interviews with recent communication major college graduates, a study focused on the analysis of the gap between the prospective employers and the communication major college graduates. Although the quantitative data do not show a "gap" of computer skills perceived by the majority of the companies surveyed, the "gap" is found in an indirect way which has been experienced by many communication major alumni. It is described as: "Computer literate people get better jobs." Diffusion of innovation concept and models are employed to discuss the findings. Finally, adding a basic computer class as a required course onto undergraduate curricula is recommended. (Contains 21 references; a sample telephone survey, interview questions, and two charts showing relevant data are appended.) (Author/CR)

ED 420 908 EA 029 110

Charter Schools: Recent Experiences in Accessing Federal Funds. Statement of Cornelia M. Blanchette, Associate Director, Education and Employment Issues. Testimony before the Committee on Labor and Human Resources, U.S. Senate.

PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Charter Schools; *Educational Finance; Elementary Secondary Education; *Federal Aid; Financial Support; Grants; *School Funds

This report presents a study of charter schools' use of startup grants and grants under Title I of the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act (IDEA). For this research, case studies were conducted in 7 states that accounted for 91 percent of charter schools operating in the 1996-97 school year. The results indicate that these schools used federal startup funds for a variety of purposes, including school equipment and curriculum materials, technology, and facilities renovation or leasing. The findings suggest that charter schools have not been systematically denied access to Title I and IDEA funds and that the barriers charter schools face in accessing these funds appear to have no relation to charter schools' treatment as school districts or as members of school districts. Rather, it is barriers such as state systems that base funding allocations on the prior year's enrollment that have affected charter schools' access to these funds. However, most charter-school operators still believed that Title I and IDEA funds are fairly allocated to charter schools. (RJM)

ED 420 928 EA 029 207

Shaughnessy, Joan M., Ed.
Students at the Center: A National Teleconference on School Reform. Selected Readings.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Community Involvement; *Educational Change; Elementary Secondary Education; Learning Processes; *Parent Participation; *Professional Development; Teleconferencing
IDENTIFIERS- Community Based Education; *Learning Communities

This book contains readings supplement information provided by a group of principals, teachers, and researchers participating in the U.S. Department of Education's National Satellite Teleconference, "Students at the Center." The March 1998 broadcast shared key findings on planning, implementing, and sustaining comprehensive school reform. Readings are organized around critical reform aspects: improving student learning, creating a professional learning community; and engaging families and communities. The readings specifically concern developing school-improvement plans, focusing on instruction, redefining school leadership, pursuing data-driven school improvement, identifying effective learning communities, and involving parents and the community in students' learning. Selections include: "Focus on School Improvement: A Planning Guide" (Far West Laboratory); "Theories of Learning and Teaching: What Do They Mean for Educators?" (Suzanne Wilson and Penelope Peterson); "Leadership and Organizational Vitality" (Lee Bolman and Terrence Deal); "Data Driven School Improvement" (James Johnson); "Professional Learning Communities: What Are They and Why Are They Important?" (Shirley Hord); "Constructing Communities of Cooperation" (Ann Lockwood); "Excellence in Professional Development and Professional Community" (Judith Warren Little); "School, Family, and Community Partnerships" (Mavis Sanders); "Community-Based Learning: A Foundation for Meaningful Educational Reform" (Thomas R. Owens and Changhua Wang); and "New Directions in Parent Involvement" (Norm Fruchter). Resources and directory information are provided. (MLH)

ED 420 946 EC 306 510

Hall, Mair, Ed.; Walker, Pam, Ed.
Annotated Bibliography on Community Integration. Third Edition.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 276p.; "Updated entries by: Bonnie Shoultz, Pam Walker, Steven J. Taylor, Perri J. Harris, Marj Olney, Julia Searl, and Mair Hall."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Community Programs; Community Role; Cultural Differences; *Disabilities; Elementary Secondary Education; Employment; *Inclusive Schools; *Normalization (Disabilities); Recreational Activities; Self Determination; *Severe Disabilities; Sexuality; *Social Integration; Violence
IDENTIFIERS- *Inclusive Communities

This bibliography lists and abstracts approximately 550 selected resources (books, monographs, and unpublished but publicly available documents) on community integration for people with developmental and other disabilities. Emphasis is on inclusion for people with severe disabilities and selection was based on the degree to which a resource reflected established principles of community integration. Documents were originally published from approximately 1980 through 1998. References are grouped into the following topic areas: (1) philosophy and perspectives on community integration; (2) administrative issues; (3) services and supports for integration; (4) education in the regular classroom; (5) integrated employment, including services and supports; (6) recreation and leisure opportunities; (7) beyond paid services and supports; (8) personal narratives; (9) women with disabilities; (10) sexuality; (11) abuse and violence; (12) multiculturalism and diversity; and (13) disability studies. Also included are a list of publishers' addresses, a list of organizations concerned with community integration, and a title index. (DB)

ED 420 966 EC 306 538

Ruediger, Greg
Sight Word Lists: Beneficial or a Waste of Time for Students with Disabilities?

PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Daily Living Skills; *Disabilities; Educational Strategies; Elementary Secondary Education; Generalization; *Instructional Effectiveness; School Community Relationship; *Sight Vocabulary; Student Centered Curriculum; Surveys; *Word Lists; Word Recognition

This paper explores the use of sight word lists in the instruction of students with disabilities. A survey of 25 restaurants in a Midwestern U.S. city was conducted to examine the validity and efficacy of two widely accepted public school reading word lists. It was found that neither of the word lists contained more than 46 percent of the words contained in the study. The inappropriate use of available instructional time on commercially available sight word lists is discussed and recommendations are provided to a variety of educators to help them become more aware of the importance of analyzing their local community in designing educational curriculum for students with disabilities. Recommendations include: (1) future research is needed to determine the variability among various community reading requirements; (2) teachers should reexamine how they view success for their students to ensure that academic time is spent on meaningful learning experiences; (3) school districts should acquire a vast amount of information prior to the adoption of curriculum materials; (4) school districts should allocate resources to study their local community; and (5) teachers should explore instructional strategies that promote the generalization of skills from school to post-school environments. (Contains 21 references.) (Author/CR)

ED 420 985 EF 005 072

Square Footage Requirements for Use in Developing the Local Facilities Plans and State Capital Outlay Applications for Funding.

PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Numerical/Quantitative Data (110)
DESCRIPTORS- Capital Outlay (For Fixed Assets); Educational Facilities; *Educational Facilities Design; Educational Finance; Elementary Secondary Education; *Facility Guidelines; Interior Space; *School Size; *School Space; *State Regulation
IDENTIFIERS- *Georgia

This document presents the space requirements for Georgia's elementary, middle, and high schools. All square footage requirements are computed by using inside dimensions of a room; the square footage of support spaces in suites may be included when computing the square footage of the suite. Examples of support spaces include storage rooms, offices, kilns, and others. The space requirements are classified by building section: classrooms, including access to work counters; corridors, which must be at least eight feet wide; art rooms; music rooms; science rooms; vocational needs such as agriculture, technology, and various clusters including metals, auto body, and electronics; the media center; the reserve officers training corp; the theater; physical education area; food service area; and toilets, including the number of fixtures for student toilet rooms and the separate toilet fixtures and facilities for each sex. Includes four charts listing instructional unit allocators. (RJM)

ED 421 108 IR 018 827

Ryan, Francis J.; Sweeder, John J.; Bednar, Maryanne R.

Technology and the Moral Sense: Re-Wiring Moral Education.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Selection; Courseware; Educational Objectives; Educational Technology; *Ethical Instruction; Higher Education; *Moral Development; *Moral Values; Responsibility; Self Control; Social Action; *Teacher Education; Teaching Methods; Telecommunications; Trend Analysis; *Values Education
IDENTIFIERS- Fairness; Sympathy; *Technology Role; Video Production

This paper presents a brief synopsis of recent trends in moral education and suggests ways in which a blending of idea and product technologies can promote the development of four specific moral sentiments: sympathy, duty, fairness, and self-control. Four integrated strategies that teacher educators can use to help preservice and inservice teachers "plug into" these moral sentiments are described: (1) virtual gatherings--a form of telecommunication activity meant to bring together participants from different geographic locations and time zones; (2) social action projects--real world contexts for humanitarian, action-oriented telecommunications activities; (3) careful selection and re-purposing of computer courseware; and (4) video production projects. (AEF)

ED 420 827   CG 028 550

Shaughnessy, Michael F.; Self, Elizabeth
Mentoring Emotionally Sensitive Individuals.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Coping; Counseling Techniques; Creativity;
  *Emotional Problems; Gifted; Helping Relationship; *Mentors;
  Talent

Mentoring individuals who are gifted, talented, and creative, but somewhat emotionally sensitive is a challenging and provocative arena. Several reasons individuals experience heightened sensitivity include: lack of nurturing, abuse, alcoholism in the family, low self-esteem, unrealistic parental expectations, and parental pressure to achieve. Alexithymia is defined as a condition in which children do not seem to experience emotions, or the emotions are expressed through physical symptoms (i.e., ulcers, high blood pressure, and headaches). How this condition effects individuals in adulthood is described. Individual differences in sensitivity to feedback may result from learned differences in mental models of the self. This affects the ways in which individuals function. The paper discusses several defensive behaviors of emotionally sensitive individuals and explains how mentors can best respond to them. Eleven specific suggestions for mentors working with this population are provided. Coping skills that mentors can teach to emotionally sensitive people are listed. (MKA)

ED 421 006 FL 025 330

Gardner, David, Ed.; Miller, Lindsay, Ed.
Tasks for Independent Language Learning.
PUB DATE- 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Body Language; *English (Second Language); Foreign Countries; Grammar; Higher Education; *Independent Study; *Language Skills; *Learning Strategies; Listening Skills; Reading Skills; Second Language Instruction; Secondary Education; Self Evaluation (Individuals); Skill Development; Speech Skills; Suprasegmentals; *Vocabulary Development; Writing Skills

The guide contains ideas for independent language learning tasks, written for teachers by teachers from secondary and higher education institutions around the world. The tasks described serve as guidelines for creating varied activities for learners and for setting up ways for learners to take control of their own learning by determining how to complete the task, monitoring how well they perform, and deciding what to do next. Activities to suit all learning levels and to accommodate both learners of English as a second language and learners of English for special purposes are included, and the activities make use of a variety of resources. Most tasks consist of two parts: an explanation of the task; and sample worksheets. The tasks are divided into nine chapters that explore developing the following skills: (1) learning; (2) reading; (3) writing; (4) listening; (5) speaking; (6) vocabulary; (7) grammar; (8) body language; and (9) self-assessment. (MSE)

ED 421 029 HE 031 371

Glatthorn, Allan A.
Writing the Winning Dissertation: A Step-By-Step Guide.
PUB DATE- 98
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Doctoral Dissertations; *Graduate Study; Higher Education; *Masters Theses; *Research Skills; *Scholarship; *Writing for Publication

This book is a practical guide to researching and writing the doctoral dissertation or master's thesis. Part 1 offers seven chapters on preparatory steps: laying the groundwork for the thesis and dissertation; finding a research problem; conducting a focused review of the literature; making a preliminary choice of methodology; organizing and scheduling work; developing the prospectus and organizing the committee; and learning from the preproposal conference. Part 2 section focuses on the proposal, emphasizing that the quality of the proposal directly affects the quality of the dissertation. Chapters cover: conducting a comprehensive critique of the literature; detailing the methodology; and developing and defending the proposal. Part 3 follows the process of implementing the research plan and writing the dissertation. The nine chapters address the following: carrying out the research design; mastering the academic style; organizing the dissertation; writing the introductory chapter; summarizing the review of the literature; explaining the methodology; presenting, summarizing, and discussing the results; and preparing the dissertation for defense and publication. The 2 chapters of Part 4 discuss defending and publishing the thesis or dissertation. Finally, Part 5 considers problems throughout the dissertation process, including problems with the committee and personal problems with the dissertation. (Contains 35 references.) (DB)

ED 420 754 CE 076 712

Crellin, Ian; Graham, Jim
The Delivery of Distance Education and Other Community Services through Multi-Role Public Access Facilities in Rural Communities: Australian Experiences.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Adult Education; Community Education; *Community Services; *Delivery Systems; *Distance Education; *Educational Facilities; Educational Needs; Educational Policy; Educational Practices; Foreign Countries; Information Technology; Public Policy; Rural Areas; *Rural Education; *Telecommunications
IDENTIFIERS- *Australia

Changes in Australia's rural economy have resulted in reductions in the availability of government services and education and training. One response to these reductions has been the emergence of community-managed multirole facilities that deliver a range of community services, including access to education and training. Although these centers are used for education and training purposes by many rural people, they are not designated expressly for education delivery and do not necessarily employ educational professionals on their staff. Multirole centers have a valid place as education and training access points for smaller rural communities that are too small to sustain dedicated distance education facilities. Telecenters have become the most common form of the multipurpose center approach to community service delivery in rural areas. Telecenters are community-managed facilities that provide public access to computers and information technology for education and training, business enterprise development, and access to a range of government and community services. Multirole access facilities such as telecenters are particularly suited to learners returning to education after a lengthy absence. Australia currently has approximately 120 telecenter-like facilities that are generally highly valued by their host communities and funded by a range of federal, state, local government, and community sources. (MN)

ED 420 755 CE 076 714

Crellin, Ian R.
The Australian Telecentre Program: A New Approach to Technology Transfer and Rural Community Development.
PUB DATE- 94
NOTE- 14p.; Paper presented at the International Conference of Agricultural Economists (22nd, Harare, Zimbabwe, August 22-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adult Education; Agricultural Education; Agricultural Production; *Community Development; *Distance Education; Educational Policy; Foreign Countries; *Information Technology; Postsecondary Education; Program Development; Program Effectiveness; Public Policy; Rural Areas; *Rural Education; *Technology Transfer; *Telecommunications
IDENTIFIERS- *Australia

Telecottages originated in Scandinavia in the 1980s in an attempt to reverse the decline of isolated communities by giving them access to information and services, facilities for training and distance education, and the opportunity to produce income through telecommuting. In 1992-1993, the Australian government began funding the Telecentre Program, which finances the establishment of community-based telecenters in rural communities. The telecenters' mission is to assist in adoption of new technologies and business practices through the use of modern telecommunications and computing technologies. As of June 30, 1994, 31 community-managed telecenter projects had been approved and were in various stages of development. It is anticipated that the 40-45 grants to be approved under the Telecentre Program will permit the establishment of individual telecenters or outstations in more than 70 communities. Telecenters are seen by many as vehicles for improving management of agricultural industries and their resource base in a manner consistent with the principle of ecologically sustainable development; and developing strong, viable, economically diverse, and socially just rural communities. The future of telecenters in Australia's rural communities depends largely on whether the existing telecenters are able to attain self-sufficiency and have a broad impact on their communities. (MN)

ED 420 791 CE 076 767

King, Linda, Ed.
Reflecting Visions. New Perspectives on Adult Education for Indigenous Peoples.
PUB DATE- 98
NOTE- 219p.; Papers from a seminar, "New Perspectives on Adult Education for Indigenous Peoples" (Oaxaca, Mexico, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Literacy; Adult Students; Case Studies; Civil Liberties; Cultural Differences; Educational Attitudes; *Educational Needs; Educational Practices; *Educational Strategies; Educational Trends; Eskimos; Foreign Countries; Global Approach; *Indigenous Populations; Integrated Curriculum; International Cooperation; Literacy Education; Models; Multicultural Education; National Programs; Needs Assessment; Non English Speaking; Nonformal Education; *Popular Education; Public Policy; Student Attitudes; Teacher Education; Trend Analysis; Youth Programs

This book contains 14 papers: "Indigenous Peoples and Adult Education: A Growing Challenge" (Rodolfo Stavenhagen); "Indigenous Peoples: Progress in the International Recognition of Human Rights and the Role of Education" (Julian Burger); "Adult Learning in the Context of Indigenous Societies" (Linda King); "Linguistic Rights and the Role of Indigenous Languages in Adult Education" (Utta von Gleich); "Youth and Adult Education and Literacy for Indigenous Peoples in Latin America: Guatemala, Honduras, Ecuador, Peru and Bolivia" (Teresa Valiente Catter); "The Educational Reality of the Indigenous Peoples of the Mesoamerican Region" (Vilma Duque); "Multiculturalism and Adult Education: The Case of Chile" (Francisco Vergara E.); "Anangu Teacher Education: An Integrated Adult Education Programme" (Mary Ann Bin-Sallik, Nan Smibert); "Inuit Experiences in Education and Training Projects" (Kevin Knight); "Adult Education among Indigenous Peoples in Ecuador" (Pedro Humberto Ushina S.); "Indigenous Reflections on Education: The Mixes and Triquis of Mexico: Our Experience in Popular Education" (Sofia Robles Hernandez); "A Personal Critique of Adult Education" (Fausto Sandoval Cruz); "Capacity Building: Lessons from the Literacy Campaign of the Assembly of the Guarani People of Bolivia" (Luis Enrique Lopez); "Development, Power and Identity: The Challenge of Indigenous Education" (Nicholas Faraclas); "The Saami Experience: Changing Structures for Learning" (Jan Henry Keskitalo); and "Tiaki Nga Taonga o Nga Tupuna: Valuing the Treasures. Towards a Global Framework for Indigenous People" (Nora Rameka, Michael Law). Appended are the Huaxyacac (Oaxaca) Declaration on Adult Education for Indigenous Peoples and a note on the book's contributors. (MN)

ED 420 808 CE 076 830

Agricultural/Industrial Mechanical Technician. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 91p.; For other profiles in this series, see CE 076 831-839.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Agricultural Education; *Agricultural Machinery Occupations; Basic Skills; Career Development; Competence; *Competency Based Education; Education Work Relationship; Educational Needs; Employment Potential; *Employment Qualifications; *Entry Workers; Job Analysis; Job Skills; Mechanics (Process); Paraprofessional Personnel; Postsecondary Education; Secondary Education; *Statewide Planning; *Trade and Industrial Education; Units of Study
IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; Ohio

This occupational competency analysis profile (OCAP), which is one a series of employer-verified competency lists that were developed through a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives across Ohio, identifies the occupational, academic, and employability skills (competencies) needed to enter the occupation of agricultural/industrial mechanical technician. The OCAP is divided into four sections. In the first section, 79 competencies considered essential for entry-level agricultural/industrial mechanical technicians and several hundred related competency builders are clustered into 18 units. Listed in section 2 are 37 employability competencies and more than 200 related competency builders. Section 3, which is devoted to academic job profiles, explains the purpose of job profiling, presents an academic job profile for the job of agricultural/industrial mechanical technician, and enumerates the skills needed to achieve each level of competence for each of the 7 Work Keys academic skills. Section 4 lists the academic competencies that a panel consisting of representatives of business, industry, labor, and community-

ED 420 847 CS 013 239

Moragne, Wendy
Dyslexia. The Millbrook Medical Library.
PUB DATE- 97
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - General (140)
DESCRIPTORS- Adolescents; Case Studies; *Cognitive Processes; *Dyslexia; Elementary Secondary Education; Interviews; *Learning Disabilities; *Reading Difficulties; *Self Concept
IDENTIFIERS- *Brain Development

This book explains the nature of dyslexia, enumerates the various forms of treatment, and considers the many challenges faced by those living with this condition. The book defines dyslexia as a brain-based disorder that causes problems for people when they are reading, writing, spelling, doing math computation, speaking, or even listening to others. It points out that dyslexia is not an illness or a disease, but the symptoms, which range from mild to severe, make life more challenging for the person with the disorder and for the family, friends, and classmates of that person. The book focuses on nine young adults, ages 13-17, who offer insights as to what being dyslexic means to them. Strategies for living happily and successfully with dyslexia are presented in the book. Following an introduction, chapters in the book are titled: (1) "What Is Dyslexia"; (2) "Signs and Symptoms"; (3) "Treatment Options"; (4) "Meeting Challenges at School"; (5) "Getting Along with Family and Friends"; and (6) "The Power of Self-Esteem." A list of resources, a glossary of pertinent terms, and a list of materials for further reading conclude the book. (NKA)

ED 420 867 CS 216 386

Sohn, Katherine K.
Gettin' Above Their Raisin's: Content Analysis of Literacy Narratives.

PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; *Class Activities; Content Analysis; Cultural Literacy; Diversity (Student); *Freshman Composition; Higher Education; *Journal Writing; *Student Journals; Student Reaction; *Writing Assignments
IDENTIFIERS- Appalachia; *Personal Writing; Writing Prompts

This paper discusses the content analysis of literacy narratives written in a college composition course in the Fall, 1996. The students developed their histories during the first weeks of class, using a journal format and sharing results with the class. They then wrote a polished and completed reading and writing autobiography. Using purposive sampling, 24 narratives from 40 collected were chosen to represent six confident and six tentative males and females. Narratives fell into three main thematic categories: the influences of family, pre- and public school, and religion. One discovery was that tentative students had parents who modeled literacy adequately. Another discovery was the pivotal literacy role of grandparents. The centrality of the Bible was a third discovery. In the confident group, about 60% of parents of both males and females had finished high school and about a third finished college. In terms of reading material, more females than males listed the books they have collected. Females kept journals; males did not. Despite their rich literacy histories, these students, especially the tentatives, were concerned with how they would manage college work. Instructors can use literacy narratives to help their students situate themselves in college, the community from which they come, and can look at solutions to problems that emerge from such a study. (Contains 19 references; appendixes contain autobiography prompts and results of the content analysis.) (NKA)

ED 421 050   HE 031 393

Technology Transfer. Administration of the Bayh-Dole Act by Research Universities. Report to Congressional Committees.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); Federal Aid; *Federal Legislation; *Government Role; Government School Relationship; Higher Education; *Intellectual Property; *Inventions; Research Administration; Research and Development; *Research and Development Centers; Research Utilization

In 1980, Congress passed the Bayh-Dole Act (BDA) to allow universities, not-for-profit corporations, and small businesses to retain title to and market federally funded inventions, and to allow federal agencies to grant exclusive licenses for federally owned technology. This report to congressional committees addresses the manner in which the BDA is being administered in research universities, and provides information on the law's administration by the eight largest federal agencies funding research and development (R&D) and by ten of the largest U.S. research universities; the impact of the BDA is also examined. The report's major findings include: (1) for fiscal year (FY) 1995, of the $12.1 billion in direct federal funding for science and engineering, 98.1 percent came from 8 agencies; (2)administration of the BDA is decentralized and relies heavily on voluntary compliance by universities; (3) the universities visited accounted for over 28 percent of the direct R&D funding awarded in FY 1995 and received 57.1 percent of all licensing income going to universities in FY 1996; (4) each university visited had established special units to handle the reporting and licensing; and (5) despite the perception that the BDA is working well, none of the agencies or universities contacted had evaluated its effects. Eighteen appendices describe the report's methodology; list funding by university, by federal agency, and by program; and discuss implementation procedures at the covered institutions. (MAB)

ED 421 069 HE 031 413

Credit Risk or Credit Worthy? College Students and Credit Cards. A National Survey.

PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Credit (Finance); Higher Education; Loan Repayment; *Money Management; National Surveys; Paying for College; *Student Attitudes; Tables (Data); Telephone Surveys
IDENTIFIERS- *Credit Cards

This report presents findings of a national survey on the use of credit cards by college students. A computer-assisted telephone survey of a stratified random sample resulted in a total of 750 completed surveys. Following a chart summarizing selected earlier studies, the report presents the major findings of this survey: (1) credit card use is a reality for today's students, with 64 percent having at least one such card; (2) most students have reasonable attitudes about how credit cards should be used; (3) most students use credit cards responsibly and do not accumulate large amounts of credit card debt; (4) a significant proportion (22 percent) of students with credit cards have used them to pay for education-related expenses; (5) some students exhibit credit card behavior which could lead to high debt levels; and (6) credit card use among nontraditional undergraduate students differs from that of the student population as a whole. The next two sections of the report consider other important findings and identify issues for further examination, such as the role of credit cards in society and institutional policies governing the acceptance of credit cards as payment. Appendices detail the survey's methodology and provide tables detailing results. (Contains 11 references.) (DB)

ED 421 128   IR 018 848

Riedl, Richard; Smith, Tracy; Ware, Anita; Wark, Alan; Yount, Peter
Leadership for a Technology-Rich Educational Environment.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Administrator Role; Educational Administration; *Educational Environment; Educational Objectives; *Educational Technology; Elementary Secondary Education; Evaluation; *Instructional Leadership; Time Factors (Learning)
IDENTIFIERS- Access to Technology; Support Services; *Technology Integration; Technology Role

This paper emphasizes the importance of exploring the attitudes, skills, and knowledge that will enable individuals in educational leadership positions to function effectively and to provide support to create and maintain technology-rich educational systems. The discussion is guided by the following five elements, the understanding of which are essential to the meaningful integration of technology into the teaching and learning environment: (1) vision, including the importance of developing a vision of the role of technology in learning that can give direction to decisions about the purchase, deployment, support, and use of the technology; (2) access, including a comprehensive definition of access that includes the capabilities of the hardware in the school, the physical arrangement of technology in the building, the existing systems of support related to the integration of technology, and intended uses of the technology as articulated in the vision; (3) time, particularly the lack of time teachers have to sit down at a computer to try out the things they learn in workshops; (4) support, including professional, instructional, and technical dimensions of support; and (5) assessment, including understanding the role of assessment, matching goals and objectives to assessment measures, and possible models and approaches. (AEF)

ED 420 774 CE 076 738

Smith, Joy Selby
The National Competition Policy Review (The Hilmer Report) and Its Implications for the Vocational Education and Training System.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Competition; Delivery Systems; Educational Change; *Educational Opportunities; *Educational Policy; *Educational Supply; Foreign Countries; Free Enterprise System; *Job Training; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This paper examines the implications of the Report of the Independent Committee of Inquiry into a national competition policy (the Hilmer Report) for the vocational education and training system in Australia. It identifies issues of importance for training markets and points of strategic intervention to facilitate the development of more open and competitive markets, consistent with the principles of the proposed policy. Part 1 reviews the Report of the Hilmer Inquiry and its main findings and recommendations. It examines the competitive conduct rules contained in the Commonwealth "Trade Practices Act" (1974) and additional policy elements associated with building a more competitive economy. Government responses to the Hilmer Report are summarized. Part 2 considers the concept of a training market in the context of the approaches adopted by the Hilmer Committee. Part 3 provides an assessment of the relevance of the Hilmer proposals for the development of more open and competitive training markets considered in two parts: those which relate to part IV of the Trade Practices Act, which spell out the competitive conduct rules, and those which relate to the additional policy elements outlined in part 1--structural reform of public monopolies, regulatory restrictions on competition, access to essential facilities, monopoly pricing, and competitive neutrality. Part 4 summarizes the opportunities for strategic intervention by policy. (YLB)

ED 420 828 CG 028 552

Duncan, Andrew N.; Stephens-Burden, Stevie; Bickel, Ann
Effective Comprehensive Prevention Programs: A Planning Guide.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; *Comprehensive Programs; Cooperation; Elementary Secondary Education; *Prevention; Resilience (Personality); *Substance Abuse; Youth
IDENTIFIERS- Team Building

This guidebook is designed to be used in implementing comprehensive prevention programs for children and youth in schools and communities. The primary goals of this planning guide are: provide educators and communities with a prevention model that will help them facilitate the implementation of effective comprehensive programs; provide a framework for comprehensive prevention programs based on resiliency and protective factor research; bring research and practice in the field of prevention closer together; show school teams how to integrate effective prevention programs into schoolwide programs, school improvement, and school reform efforts. Chapters include: "School Change and Effective Schools: Implications for Prevention in New Settings"; "Systemic Reform"; "Building the Framework: Resiliency as a Model for School Reform and Comprehensive Prevention Programs"; "Approaches to Prevention: Lessons Learned Along the Way"; "Characteristics of Effective Comprehensive Prevention Programs: Promising Approaches Further Implications from the Research": and "Comprehensive Approaches to Prevention: Collaboration, Team Building and the School Improvement Process." A bibliography and an appendix concerning community team building are included. (MKA)

ED 420 887 CS 509 860

Enger, Tracy; Russell, Nancy; Setzer, Jill; Walkanoff, Jeanette
Methods of Improving Active Listening Skills with Relation to Following Directions.
PUB DATE- 98
NOTE- 56p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Cognitive Processes; Elementary Education; Grade 3; Grade 4; Grade 5; Grade 8; Instructional Improvement; Learning Strategies; *Listening Comprehension; *Listening Skills; *Student Improvement; Tables (Data)
IDENTIFIERS- Active Listening; *Direction Following; *Listening Strategies

A program was developed for improving listening skills so as not to interfere with the cognitive processing of directions. The targeted population consisted of third, fourth, fifth, and eighth grade students in a growing middle class community located in the Midwest United States. Problems of decreased listening ability were documented through educational literature which addressed numerous causes and treatments in relation to listening strategies. Analysis of probable cause data showed that students reported a consistent need to hear a message more than once to fully comprehend its meaning and respond to it. In addition, environmental factors interfered with cognitive processing of directions. Faculty reported similar inabilities of children to comprehend and act upon oral directions. Review of the literature showed that listening skills are not being taught in school. Misinterpretation, influences of mass media, environmental, physical, physiological factors, and student choice also interfere with the ability to comprehend oral messages. A review of solution strategies suggested by the literature resulted in the selection of an intervention program which teaches students an awareness of the concept of listening as well as listening strategies to improve comprehension of oral messages. The program will teach children to prepare themselves for oral messages so they can respond appropriately. Post-intervention data indicated an increase in students' listening skills as well as a greater awareness of themselves as listeners. (Contains 13 tables of data and 19 references; various sample forms are appended.) (Author/CR)

ED 420 909 EA 029 114

Dix, Jerry Edward; Karr-Kidwell, P. J.
Analysis of Student Misbehavior Patterns: Corrective Guidelines for Administrators and Teachers in Alternative Education Programs.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; High Risk Students; *Prevention; Program Descriptions; School Security; *Special Needs Students; *Student Behavior; *Violence

This paper presents an analysis of adolescent violent behavior in schools. The paper offers an overview that includes student violence and discipline issues, school law, special services for at-risk students, and programs to enhance the opportunities for successful interventions. The paper is also a vehicle for a new discipline-management guideline system to be implemented at one middle school's alternative education program. The paper focuses on: (1) student violence from the street to the classroom; (2) related discipline concerns in schools and communities; (3) special-education laws and special services; (4) the impact of suspensions, expulsions, and dropouts; (5) student groups that cause major discipline problems; (6) suggested solutions to student discipline problems; and (7) procedures for developing programs that address student violence. It is suggested that alternative discipline programs are vital to every community that has public education. A well-organized alternative program can serve as a public-relations tool for a district interested in attracting those families that will become active in the schools and the community. Guidelines for the Phoenix Program are offered in an appendix. (RJM)

ED 420 947 EC 306 511

O'Brien, John; Browning, Ray; O'Brien, Connie Lyle
One Day at a Time: Changing a System To Realize a Dream.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Advocacy; Case Studies; *Cerebral Palsy; *Change Agents; *Change Strategies; Developmental Disabilities; Independent Living; *Self Advocacy; Severe Disabilities

This article on systems change focuses on the efforts of a mentally retarded man with cerebral palsy and his advocates to obtain the resources necessary for him to be able to leave a nursing home and live independently. First, the article identifies two kinds of change: change within the system's rules and changing the rules or the system itself. The specific issue is framed as a description of changes needed in a system which would pay for someone to live in a nursing home but not for the necessary personal assistance to live independently.

The young man's testimony before the Georgia Department of Medical Assistance Hearings is included in full. Also included is the text of his request for assistance, which he distributed to anyone possibly able to help his cause. This effort resulted in over more than 100 people offering help and eventually a place of his own with the necessary support services. Lessons for systems change learned from this example are summarized and include the need to build a base group for systems change; learn the political processes for changing the system rules; find a question that challenges the beliefs that shape the system's rules; and always keep a human face on the issues. (DB)

ED 420 967   EC 306 539

Sanford, Carol Ann
Working from within the Classroom: Improving the Delivery of
  Speech-Language Services to Kindergarten At-Risk Students.
PUB DATE- 97
NOTE- 71p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audio Equipment; Classroom Techniques; Developmental Delays; Educational Strategies; *High Risk Students; *Inclusive Schools; *Interpersonal Communication; *Interpersonal Competence; Kindergarten; *Kindergarten Children; *Language Impairments; Mainstreaming; Parent Participation; Prevention; Primary Education; Referral; Role Playing; Social Development; Special Education; Student Placement; Teacher Collaboration

This report describes a 12-week practicum that was designed to decrease the number of special education referrals of at-risk kindergarten students for developmental delays in communication through a direct, in-class, social language program. The program was implemented in five kindergarten classrooms and used developmentally appropriate, collaborative, and inclusive practices in combination with increased parental education and involvement to increase communication skills in the kindergarten students. This was accomplished by providing a direct service program in the classroom to address the problem of poor or delayed communication skills. A portable amplification system was used to increase the communication teachers' volume and intelligibility during lesson presentations. Direct language services were provided by having students discuss problems presented in stories and asking students to brainstorm ideas for solutions. Additional language opportunities were also provided such as dramatic play situations to allow children to role play and practice social language skills. Books were used to model language skills in context and discuss problems in typical school situations. After the program, only 4 of the 22 children who appeared to require a referral before the program for poor language skills continued to demonstrate such a need. (Contains 47 references.) (CR)

ED 420 986 EF 005 073

Construction Management Guidelines for Capital Outlay Program Projects.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Capital Outlay (For Fixed Assets); *Construction Management; Educational Facilities; Educational Facilities Design; Educational Finance; Elementary Secondary Education; *Facility Guidelines; *State Regulation
IDENTIFIERS- *Georgia

The Georgia State Department of Education recognizes two separate methods for utilizing construction management services by local school systems when state capital outlay funds are involved. This report details those two methods. The report first describes the Construction Management (CM)-Agency approach, which allows a CM-Agency manager to enter into a professional services contract similar to an architectural or engineering contract with the local board of education (LBOE). The CM-Agency performs no work with its own employees, receives no additional fees or profit margins from the project other than the fees or expenses provided for in the contract, and maintains a position in the project independent from the designer and the contractors. The report then explains the Construction Management-At Risk approach, which involves a construction services contract with the LBOE in which the CM-At Risk manager contracts the various components of the project the way in which a general contractor would. The CM-At Risk manager does not usually perform any portion of the work except for those items specified under the general conditions of the contract such as cleanup, layout, and security. (RJM)

ED 421 007 FL 025 331

Pickering, Michael
English Intonation and Relevance Theory.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Discourse Analysis; *English; Foreign Countries;
*Intonation; *Language Patterns; Language Research; *Linguistic
Theory
IDENTIFIERS- *Relevance Theory (Linguistics)

An analysis of English intonation focuses on fall-rise and rise-fall instruction. Fall-rise intonation marks material from which the speaker would derive a precondition for what he is saying, while rise-fall intonation marks material from which the speaker would derive a consequence from what he is saying based on inversion of the clause where the rise-fall appears.

Data are drawn from a covertly recorded telephone conversation between two males about a series of mishaps suffered by a woman driving a car. In addition to the main finding that both certain implicatures and certain explicatures can be derived from fall-rise tones, it was also found that back-channel utterances by the listener were significantly related to the speaker's intention as interpreted by the listener through intonation, and that a sexist stance on the speaker's part was conveyed through intonation. A transcription of the pertinent conversation, with explicatures noted, is appended. (Contains 10 references.) (MSE)

ED 421 089 IR 018 808

Schlough, Steve; Bhuripanyo, Suwathana
The Development and Evaluation of the Internet Delivery of the Course "Task Analysis."

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Course Evaluation; *Distance Education; Higher Education; Instructional Development; *Instructional Effectiveness; Nontraditional Education; Student Reaction; Student Surveys; Task Analysis; Teacher Education; Teaching Methods; *World Wide Web
IDENTIFIERS- *University of Wisconsin Stout

"Task Analysis" is a required course in the Communication, Education, and Training Department at the University of Wisconsin-Stout. A research study was designed to assess the effectiveness of a World Wide Web-based instruction program in the delivery of task analysis content. The program was presented and delivered on the Internet during a period of eight weeks in the summer of 1997. All students in the class were asked to complete the evaluation form; a total of 22 evaluations were returned. Respondents rated several statements using a 5-point Likert scale. In response to the question of whether they would prefer to take the course a second time in the classroom or on the Internet, 77% indicated they would prefer the classroom. In addition to the data gathered through this study, graduate students enrolled in the course performed an analysis of the Web delivery system that addressed strengths and weaknesses of the course and resulted in several recommendations. Findings indicated that this method is a viable way to deliver teacher education instruction to students at remote locations. The potential for Internet delivery of courses should continue to grow as more people have Internet connections and become more proficient in the use of the Internet. (AEF)

ED 421 109 IR 018 828

Norton, Priscilla; Sprague, Debra
Teachers Teaching Teachers: The Belen Goals 2000 Professional Development Project.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Software; *Curriculum Development; Educational Change; *Educational Technology; Electronic Mail; Elementary Secondary Education; *Faculty Development; Grants; Inservice Teacher Education; Internet; Training; Workshops
IDENTIFIERS- Goals 2000; *Technology Integration

Belen Public Schools (New Mexico) received a Goals 2000 grant for teacher education and technology integration. The Belen Goals 2000 professional development project established two three-day teachers-teaching-teachers workshops. The first focused on using an integrated software package and the second focused on using e-mail and the Internet. Workshops de-emphasized the mechanics of technology and concentrated on integrating technology within the curriculum. They were structured to engage attendees in model lessons, with attendees becoming content-area learners while also learning about technology integration. In order to assess the level of teacher concerns related to the integration of technology as a change or innovation, the Stages of Concern About the Innovation Questionnaire (SoCQ) was administered to participants. The instrument was based on a seven stage developmental model: awareness, information, personal, management, consequence, collaboration, and refocusing. Findings indicated that the workshops changed teachers in subtle and emerging ways; yet this data points only in the direction of change, not toward substantial or deep changes in educational practices. (AEF)

based organizations deemed most crucial to entry-level workers in the occupation of agricultural/industrial mechanical technician. (MN)

ED 420 809 CE 076 831

Auto Collision Technician. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 73p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Body Repairers; Basic Skills; Career Development; Competence; *Competency Based Education; Education Work Relationship; Educational Needs; Employment Potential; *Employment Qualifications; *Entry Workers; Job Analysis; Job Skills; Paraprofessional Personnel; Postsecondary Education; Secondary Education; *Statewide Planning; Units of Study; *Vocational Education
IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; Ohio

This occupational competency analysis profile (OCAP), which is one a series of employer-verified competency lists that were developed through a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives across Ohio, identifies the occupational, academic, and employability skills (competencies) needed to enter the occupation of auto collision technician. The OCAP is divided into four sections. In the first section, 344 job tasks identified by the National Automotive Technicians Education Foundation and 10 supplementary Ohio-verified tasks are clustered into 12 units. Listed in section 2 are 37 employability competencies and more than 200 related competency builders. Section 3, which is devoted to academic job profiles, explains the purpose of job profiling, presents an academic job profile for the job of auto collision technician, and enumerates the skills needed to achieve each level of competence for each of the 7 Work Keys academic skills. Section 4 lists the academic competencies that a panel consisting of representatives of business, industry, labor, and community-based organizations deemed most crucial to entry-level workers in the occupation of agricultural/industrial mechanical technician. (MN)

ED 420 848   CS 013 240

Degeneffe, Lena; Ward, Linda
A Constructivist Approach to Spelling Strategies.
PUB DATE- 98
NOTE- 57p.; M.A. Action Research Project, Saint Xavier University
  and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports -
  Research/Technical (143)
DESCRIPTORS- Action Research; *Constructivism (Learning); Grade
  1; Grade 3; *Instructional Effectiveness; Primary Education;
  Skill Development; *Spelling; *Spelling Instruction; Writing
  Improvement
IDENTIFIERS- Direct Instruction; *Spelling Growth

An action research project described a program for teaching spelling strategies to increase the application of spelling skills in students' writing. The first half of the targeted population consisted of gifted first grade students from numerous, stable, upper-middle-class communities in a large Midwestern city and the surrounding suburbs. The second half of the targeted population consisted of heterogeneous third grade students from a growing, middle-class community located in a southern suburb of the same city. The problems of inadequate application of spelling skills to student writing were documented through data which included teacher assessment of student writing, student spelling surveys, and parent surveys. Analysis of probable cause data revealed that parental attitudes, involvement and experience with spelling, and students' prior spelling and writing experience all influence students' spelling performance. In addition, the reliance in one mode of instruction for spelling in isolation caused poor performance of spelling in daily writing. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem settings, resulted in the selection of an intervention consisting of direct teaching of spelling strategies. Post intervention data indicated that students in both sites increased the number of correctly spelled words within their writing by a substantial percentage. Teachers/researchers at both sites plan to continue implementation of the strategies in future classes with minor changes in integration and time allocated for lessons. (Contains 37 references and four figures of data. Appendixes contain letters to parents, survey instruments, pre- and post-intervention instruments, five spelling strategy activities, and survey results.) (RS)

ED 420 929 EA 029 208

Hassel, Bryan; Burkhardt, Gina; Hood, Art
The Charter School Review Process: A Guide for Chartering Entities.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Boards of Education; *Charter Schools; *Decision Making; Educational Quality; Elementary Secondary Education; Evaluation Criteria; *Institutional Evaluation; *State Boards of Education
IDENTIFIERS- *Review Panels

Prospective founders of charter schools must gain the approval of a public organization empowered by state law to grant charters. Common examples of chartering entities include state and local boards of education, boards of public universities and community colleges, and specially created charter-school boards. This guide is designed to help officials at chartering entities design a process for reviewing charter-school applications, assemble a high-quality review team, establish meaningful review criteria, gather essential information, develop a process for arriving at good judgments, and blend the review process into a supportive charter-school environment. Besides aiding decision making, a well-designed review process is educational, enhances accountability, and builds relationships and legitimacy. The heart of this guide consists of practical, step-by-step information about establishing and implementing a top-notch charter school review process. Chapters cover: assessing the context, structuring the process, establishing criteria, generating good proposals, gathering information, making decisions, and evaluate the process. Each chapter includes Q & A's on pressing concerns, options (procedural advice on critical issues), and inspirational quotations. Appendices show which states have charter laws, list helpful resource persons and materials, and list federal laws applicable to charter schools. (MLH)

ED 421 030 HE 031 372

Morris, Libby V.
Alabama Allied Health Needs Assessment Study.

SPONS. AGENCY- Alabama State Commission on Higher Education, Montgomery.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Higher Education; *Labor Market; *Labor Supply; *Needs Assessment; Occupational Surveys; Supply and Demand
IDENTIFIERS- *Alabama

This study assessed the supply of and demand for allied health professionals in Alabama, focusing on the relationship between supply and demand in various workplace settings in the context of Alabama's demographics, current educational programs, and projected changes in health care. The health care professions included in the study were all fields usually requiring an associate degree: radiography; respiratory therapy; occupational therapy assisting; physical therapy assisting; and medical laboratory technology. The study involved a survey of accredited educational programs in Alabama and analysis of data collected by various Alabama agencies. Following an introduction, the report presents findings for each speciality area in terms of education (program descriptions); the educational programs survey results; workforce demand; and a summary. Major conclusions were, first, that the supply and demand in radiography, respiratory therapy, and medical laboratory technology are in reasonable balance; and, second, that the supply in occupational and physical therapy assisting does not meet demand, especially in South Alabama. Thirty-five tables detail the study's findings. Appendices list individuals involved in the study and demographic data by county. (Contains 36 references and 35 tables.) (DB)

ED 421 051 HE 031 394

Webster, Jeff; Meyer, Don; Arnold, Adreinne
Student Loan Defaults in Texas: Yesterday, Today, and Tomorrow.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Conferences; Credit (Finance); *Financial Aid Applicants; Legal Problems; *Loan Default; Loan Repayment; Postsecondary Education; Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; *Student Responsibility; Tables (Data)
IDENTIFIERS- *Texas

In 1988, the Texas student aid community addressed the issue of defaults in the guaranteed student loan program, creating a strategic default initiative. In June 1998, this same group of student aid officials met again to examine the current status of defaults and to share ideas on ways to prevent defaults. This report was intended as a resource for conference participants. It updates recommendations made in 1988 and clarifies the latest research on defaults in Texas. Following a brief introduction, the report revisits the initial initiative and makes several new recommendations, addressing issues such as: administrative practices; preloan counseling and early financial planning; state and national legislative initiatives; debt management; and loan servicing. In section 3, reviewing historical trends, grant-to-loan imbalances, portfolio mix, cohort default rates, and default claims are discussed. Section 4 examines the traits and indicators associated with defaulting. Section 5 lists 5 policy implications arising from the various findings noting that defaults are not confined to one school sector, the need for wise education investments, the necessity to limit borrowing for students at-risk of defaulting, the need to promote academic success, and the need to help students find and keep jobs. Appended are a review of the 1988 recommendations and a discussion of the model development. (Contains 16 references and 26 endnotes.) (MAB)

ED 420 829 CG 028 554

Illegal Drugs: What Should We Do Now? An Issue Book.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, OH.
PUB DATE- 97
NOTE- 32p.; Charts/figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Abuse; *Illegal Drug Use; Law Enforcement; *Policy; *Prevention; Public Opinion
IDENTIFIERS- United States

Increasing frustration with the illegal drug problem is fueling public discussion about the effectiveness of the nation's antidrug efforts. This document offers three choices for dealing with the drug abuse problem in the Untied States. Each choice presents "what can be done" and information "in support" and "in opposition" (choices are illustrated with multiple graphs, charts, and figures). Choice 1: "Step Up Enforcement to Finish the Job." This choice points out the effects of enforcing existing antidrug laws and proposes redoubling current efforts to keep drugs out of homes, schools, workplaces and neighborhoods. Choice 2: "Change Attitudes About Illegal Drugs." This choice assumes that government cannot significantly reduce the supply of illegal drugs, thus demand must be reduced by changing tolerant behaviors. Choice 3: "Treat Substance Abuse as an Illness." This choice approaches drug abuse as a treatable illness and illegal drugs as primarily a public health problem, therefore requiring medical, social, and legal remedies. The document concludes with a summary that addresses renovating public policy and ballots for readers to register their views. (MKA).

ED 420 868 CS 216 387

Bainbridge, Joyce; Pantaleo, Sylvia; Ellis, Monica
Canadian Multicultural Picture Books.

PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Albuquerque, NM, March 19-21, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Diversity (Student); Elementary Education; Ethnicity; Foreign Countries; *Multicultural Education; *Picture Books; Reading Material Selection; Social Discrimination
IDENTIFIERS- *Canada; *Multicultural Literature

Educators have a particular interest in multicultural education and the use of literature as an avenue for the exploration and celebration of diversity within Canada. There is a need to understand the interdependence of all people in a global culture and an urgent need for peace and understanding. Five works of children's literature "Very Last First Time" by J. Andrews, "Ghost Train" by P. Yee, "How Smudge Came" by N. Gregory, "Red Parka Mary" by P. Eyvindson, and "The Moccasin Goalie" by W. Brownridge) depict a wide range of minorities and issues of discrimination--age, gender, physical and mental disability, and ethnicity. Research has shown that storybook reading accompanied by discussion can significantly improve a child's acceptance of difference. With this in mind, it is up to individual teachers to select multicultural books for their classes, and allow time to discuss the issues that arise from them. The early years in preschool and in the elementary grades are important in developing attitudes and values that are compatible with current expectations and circumstances within Canadian society. Multicultural children's books can be used effectively as means for coming to understand individual human stories, and the universal emotions and themes they contain. Appended is a list of Canadian Multicultural Picture Books (fiction). contains 23 references. (RS)

ED 420 910 EA 029 115

Schwahn, Charles J.; Spady, William G.
Total Leaders: Applying the Best Future-Focused Change Strategies to Education.
PUB DATE- 98
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; Educational Administration; *Educational Change; Educational Innovation; Elementary Secondary Education; *Leadership; *Leadership Responsibility; *Long Range Planning; *Strategic Planning

This book focuses on education management and the change strategies needed to guide education in the upcoming years. It is intended for those who are responsible for selecting, supervising, developing, or evaluating people in leadership positions or who want to analyze their leadership performance and plan for further professional growth. The text analyzes the purposes, patterns, performance roles, and change strategies that constitute total leadership, and it prompts leaders to work in a simple leadership model that will strengthen leadership insights, performance, and effectiveness. It examines future trends and the importance of adapting to these changes: the essence of "total" leaders, the authentic leadership domain where total leaders define purpose, the visionary leadership domain where total leaders frame vision, the cultural leadership domain where total leaders develop ownership, the quality leadership domain where total leaders build capacity, the service leadership domain where total leaders ensure support, and how to apply total leadership to the schools. (Contains approximately 102 references.) (RJM)

ED 420 948 EC 306 513

Hall, Mair; Walker, Pam

"This Is Still a Work in Progress": Common Ground, Littleton, New Hampshire.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Agency Role; Change Strategies; *Community Programs; *Mental Retardation; *Organizational Change; Recreational Activities; *Self Determination; Severe Disabilities; Social Integration; Social Services; *Supported Employment

This site-visit report describes Common Ground, a program located in New Hampshire that supports 52 people with developmental disabilities, including some with severe and multiple impairments, in a broad range of individualized, integrated daytime activities, including supported and competitive employment, self-employment, volunteer work, and the pursuit of recreational/leisure activities. The organization of Common Ground, its development, and the changes it undertook in order to provide individualized support are discussed. Three key areas of innovative practices and challenging dilemmas at Common Ground are reviewed, including agency change, self-determination, and valued community roles and membership. Lessons learned are that: (1) change is not a formula; (2) new agency roles mean relinquishing control; (3) new staff roles mean reliance on the community; (4) support for staff is key to successful change; (5) change involves trade-offs that may bring both advantages and disadvantages; (6) individualized funding is needed to promote self-determination; (7) self-employment opportunities are important; (8) advocacy/self-advocacy must be encouraged; (9) roles and relationships take time; (10) roles and relationships require shared community place and experiences; and (11) Common Ground only supports people for a limited part of their day. (CR)

ED 420 987 EF 005 074

A Guide to School Site Selection.

PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; School Zoning; Site Analysis; *Site Selection; *State Regulation
IDENTIFIERS- *Georgia

This report presents the guidelines for site evaluation and approval as mandated by the state of Georgia. This guide may be used by the School Site Approval Committee when making school site evaluations for official approval, and also may be used by local school systems as they make preliminary determinations regarding the acceptability of school sites. The guide: (1) examines size requirements and provides minimum acreage requirements for elementary schools, middle schools, and high schools; (2) describes the importance of utilities in a modern school plant and urges committees to make every effort to ensure access to public water and sewage services; (3) highlights safety hazards as a real concern and maintains that school sites should not be traversed by high-tension lines, high-pressure oil or gas lines, railroads, or other potential hazards; and (4) addresses the influence of environmental factors on student education and recommends school locations be insulated from business and industrial development. It is also suggested that although the site should possess physically desirable characteristics, it should provide convenient accessibility and be appropriately located with respect to other schools. (RJM)

ED 421 008 FL 025 332

Katchen, Johanna E.
From Contests to Cocktail Parties: Strategies for Impromptu Speaking.

PUB DATE- 96
NOTE- 8p.; Paper presented at the TEFL Oral Skills Conference (Taiwan, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Competition; *English (Second Language); Foreign Countries; *Interpersonal Communication; *Public Speaking; Second Language Instruction; Skill Development; *Social Environment; *Speech Skills; Spontaneous Behavior

Classroom techniques are offered for teaching students how to present a spontaneous (impromptu) speech in a second language, such as for use at a job interview or cocktail party. It is first suggested that such classroom activity be graded minimally to help lower students' level of apprehension. Then strategies for approaching impromptu speech development are discussed, including arriving at a topic (through student suggestion or brainstorming, speech contests, teacher's selection), finding a thesis statement or main idea, and developing the idea. Some topics call for narration, some for description, and some for argumentation. Recommendations for tailoring the topic to the students are offered. Classroom preparation time and techniques are discussed. A section is devoted to preparing students for the specific demands of speech contests. A list of possible topics is appended. (MSE)

ED 421 070 HE 031 414

Swann, Claire C., Ed.; Henderson, Stanley E., Ed.
Handbook for the College Admissions Profession. The Greenwood
Educators' Reference Collection.
PUB DATE- 98
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- *Admissions Officers; College Administration;
*College Admission; College Applicants; Decision Making;
Educational Change; Enrollment Management; Higher Education;
Selective Admission

The 19 chapters of this book on college admissions are divided into six sections on: (1) perspectives and history, (2) the admissions officer, (3) understanding enrollment management, (4) admissions tools, (5) admissions programs, and (6) perspectives on the twenty-first century. The papers are: "Perspectives on Educational Reform" (Donald Stewart); "Perspectives on Admissions" (John Casteen); "A Historical View of an Admissions Dilemma: Seeking Quantity or Quality in the Student Body" (Stanley E. Henderson); "Admissions Officer: A Profession and a Career" (Claire C. Swann); "Competencies and Training" (Stanley E. Henderson); "Ethics and Sensitivity to Students" (Mary Lee Hoganson and Steven T. Syverson); "The Role of Professional Associations" (Wayne E. Becraft); "Strategic Enrollment Management" (Michael G. Dolence); "Research" (Linda M. Clement and Teresa M. Flannery); "The Development of a Marketing Plan" (James C. Blackburn); "Recruitment: Student Outreach Strategies" (Joyce E. Smith); "Applying Technological Tools" (David H. Stones); "Policies and Procedures" (M. Overton Phelps et al.); "Targeting Diversity" (Diana Guerrero); "International Students" (Clifford Sjogren); "Collegiate Telecounseling and Recruitment Videos" (Joe F. Head); "Admissions Partners on Campus" (Kathleen G. Plante); "Admissions Partners off Campus" (Tim Washburn); and "Students of the Future" (Greta S. Mack). Appendices include statements of professional practices and ethical standards, principles of good practice, admission decision options, and students rights and responsibilities. Also included is a glossary and a list of selected readings. (Individual papers contain references.) (DB)

ED 421 110 IR 018 829

Wentworth, Nancy M.

Technology Inservice: A Powerful Change Force.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Cooperative Programs; *Curriculum Development; *Educational Change; *Educational Technology; Higher Education; Inservice Teacher Education; Junior High Schools; Lesson Plans; Problem Solving; Professional Development
IDENTIFIERS- *Technology Integration

This research project investigated a collaborative effort between a university teacher education program and a public junior high school in a program to integrate technology into the school curriculum. The university-public school partnership defined inquiry and professional development as two of its primary functions. Several lesson plans were created and implemented by the teachers. Transcribed interviews, journals, and logs were coded as to their connection to eight elements of educational change: (1) "you can't mandate what matters"; (2) change is a journey not a blueprint; (3) conflict is essential; (4) vision and strategic planning come later; (5) individualism and collectivism must have equal power; (6) neither centralization nor decentralization works; (7) connection with the wider environment is critical; and (8) every person is a change agent. By making technology a construction tool in curriculum development, teachers were able to see quick results and impact in their classrooms. Teachers worked on the same software and supported each other in the learning curve. Both students and teachers enjoyed experimenting with the technology. As the program progressed, conversations moved from the mechanics of designing and implementing technology in the classroom to issues of learning and teaching, school renewal, and professional development. (AEF)

ED 421 129   IR 018 849

Matthew, Kathryn I.; Parker, Randall; Wilkinson, Lamar
Faculty Adoption of Technology: Stages of Concern.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Attitudes; Computer Uses in Education; Educational Change; *Educational Technology; Faculty Development; Higher Education; Internet; Questionnaires; *Teacher Attitudes; Teacher Role; Teacher Surveys; Workshops
IDENTIFIERS- Louisiana Technological University; Stages of Concern Questionnaire; *Technological Change; *Technology Integration

The purpose of this study was to determine faculty concerns about the changes in technology at Louisiana Tech University, specifically faculty office computers with Internet access. Participants were the 41 faculty members in the College of Education. The Stages of Concern Questionnaire (SoCQ) and the Faculty Development Technology Workshop Survey were used to gather data for the study. Many factors impinge on faculty's movement through the stages of concern; providing hands-on workshops and one-on-one assistance fosters movement through the stages for most faculty. Training, support, time, and leadership are necessary for the successful integration of technology into classrooms. Technology integration will require faculty who feel comfortable using the technology. It will also require changes in teaching methods and changes in their roles as teachers. Contains 12 references. (AEF)

ED 420 775 CE 076 739

National Women's Vocational Education and Training Strategy.
PUB DATE- 96
NOTE- 31p.; A national project developed under the auspices of the Vocational Education Employment and Training Women's Task Force of the Ministerial Council for Employment, Education, Training and Youth Affairs. For a related guide, see CE 076 740.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Disabilities; Educational Research; *Educationally Disadvantaged; *Equal Education; Females; Foreign Countries; Indigenous Populations; Job Training; Literature Reviews; Needs Assessment; Non English Speaking; Outcomes of Education; *Participation; Postsecondary Education; Rural Population; Secondary Education; Sex Fairness; *Vocational Education; *Womens Education
IDENTIFIERS- *Australia; Australia (Torres Strait)

This document presents a strategy that sets a direction for governments, industry, and training providers to address women's needs consistently as a priority in policy making, planning, resourcing, implementing, and monitoring vocational education and training (VET). Section 1 is an overview of Australia's National Women's Vocational Education and Training Strategy, its framework, goal, and accountability. Section 2 discusses the context for the strategy and its purpose. Section 3 describes those involved: women, VET providers, industry, government, schools, Industry Training Advisory Bodies, and trade unions. Section 4 lists four outcomes of the strategy: increase in number of women completing VET programs; increased number of women with VET qualifications at all levels; women distributed more broadly across fields of study; and increased participation and improved outcomes for specific groups of women. Section 5 discusses outcome achievement through strategic intervention in seven focus areas: continuous improvement measures; training and staff development; competency standards, curriculum, and delivery; pathway planning; balanced representation; promotion; and research. Section 6 focuses on strategy implementation and provides an implementation framework that correlates organization with mechanism and role. Section 7 addresses how success will be determined. Key performance indicators are related to outcomes, and reporting processes are described. (YLB)

ED 420 792 CE 076 774

Vondracek, Fred W.; Schmitt-Rodermund, Eva
Facilitating the School-to-Work Transition through Entrepreneurship: A Feasibility Analysis.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (ISSBD) (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; *Entrepreneurship; High Risk Students; Individual Characteristics; *Personality Traits; Work Attitudes; Young Adults

Encouragement of entrepreneurship, while being a viable method of addressing unemployment concerns, would contradict the usual educational establishment's initiatives of many industrialized nations, such as the School-to-Work Opportunities Act in the United States, which focus on creating an employee mentality. This paper discusses the ways in which young people face some obstacles to entrepreneurship, as well as some advantages. It also presents studies of successful entrepreneurs that show the following: they often come from families that are not autocratic; they were not particularly close to their parents; they are particularly intellectually open; and they are somewhat inclined to take risks. These findings, used in a culturally sensitive context, could be used to develop programs to increase the number of persons who see themselves as potential entrepreneurs. Some projects are targeting at-risk children for entrepreneurial nurturing. (25 references) (KC)

ED 420 793 CE 076 775

Reitzle, Matthias; Silbereisen, Rainer K.
The Role of Individual Variability and Institutional Structure in the Timing of the School-to-Work Transition in East and West Germany.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (ISSBD) (15th, Berne, Switzerland, July 1-4, 1998). Research partially supported by the German Research Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age; *Apprenticeships; Career Choice; Career Development; *Cultural Influences; *Education Work Relationship; Foreign Countries; *Job Training; *Vocational Education; Young Adults
IDENTIFIERS- *Germany

A study was conducted to show that economic and societal differences between the former Eastern and Western parts of Germany had produced differences in the timing of young people's school-to-work transitions. Data were collected from samples of approximately 350 participants from the West and 380 participants from the East conducted in 1991 and 1996. Participants were asked the ages at which vocational training was completed and financial support was achieved. The study found that the most common predictors of age of independence were choice of vocation and age of entry into elementary school. Choice of vocation mandated length of training, especially in the East, whereas age of entry into elementary school was consistent with length of schooling, but did not change the length of schooling across the board. Young people in the East became independent at slightly younger ages than did those in the West primarily because the avenues of vocational training were more standardized. This difference was fading in 1996, after 5 years of independence for the East. Individual variables also played a large part in students' achievement of independence, especially in the West, with things such as life-threatening accidents, family break-up, and parents' attitudes toward education influencing length of vocational training and age of entry into the work force (financial independence). (Contains 22 references.) (KC)

ED 420 888 CS 509 863

Ross, Roseanna Gaye
Faculty Development Programs: The Communication Professor as Internal Consultant. (Celebrating the Centrality of Communication Consulting and Training in Our Colleges and Universities).
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Consultants; Consultation Programs; *Faculty Development; Higher Education; Program Descriptions; *Speech Communication
IDENTIFIERS- *Communication Consultants; *Saint Cloud State University MN

Noting the continued growth of centers for teaching and learning on college campuses, this paper discusses the increasing involvement of speech communication professionals as directors/coordinators of such centers. The paper's first section examines the role of a communication consultant and describes the knowledge and skills needed for effective consulting. The second section explores expectations for and the role of a faculty developer. Next, the paper describes what is happening at the St. Cloud State University (SCSU) Center for Teaching Excellence. Finally, the paper discusses the indications for future speech communications professionals in this area. (Includes ten references; a statement of the SCSU Center's vision, purpose, and goals; and a description of some events sponsored by the Center.) (SR)

ED 420 968 EC 306 541

Cookson, John; Cylke, Frank Kurt; Dixon, Judith; Fistick, Robert E.; Fitzpatrick, Vicki; Kormann, Wells B.; Moodie, Michael M.; Redmond, Linda; Thuronyi, George

Digital Talking Books: Planning for the Future.

PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Audiodisks; *Audiotape Recordings; Children; Federal Programs; Physical Disabilities; Program Implementation; *Reading Materials; *Talking Books; *Visual Impairments
IDENTIFIERS- *Digital Audiotape; National Library Service for the Blind

This report describes the plans of the National Library Service for the Blind and Physically Handicapped (NLS) to convert their talking books service to a digitally based audio system. The NLS program selects and produces full-length books and magazines in braille and on recorded disc and cassettes and distributes them to a cooperating network of regional and subregional libraries, where they are circulated to eligible borrowers. The NLS plans to convert the talking book system to a digital system. The report outlines key factors in the design of the NLS system, steps in planning for the transition to a digital system, and design-phase tasks. Timing of introduction of the NLS digital talking books and the development of a technical standard for digital talking books through the National Information Standards Organization are also discussed. Examples of activities to test the effectiveness of the digital system are summarized and 20 steps of next-generation NLS technology are provided. The report emphasizes the need to involve consumers to gain feedback and describes methods of obtaining feedback. Appendices highlight details to be considered in implementing the digital talking-book program and a flow chart of the contracting process. (Contains 34 references.) (CR)

ED 421 090 IR 018 809

Mory, Edna Holland; Gambill, Lewis E.; Browning, J. Burton
Instruction on the Web: The Online Student's Perspective.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Graduate Study; Higher Education; *Instructional Design; Online Systems; Self Control; Student Motivation; *Student Reaction; Teaching Methods; Training; *World Wide Web

The purpose of this study was to examine the experiences of two university graduate students while taking an online course over the World Wide Web, in order to identify issues of design, implementation, and motivation from a user's perspective. The online course was a graduate class on the methods and techniques of training and development. Data collection included descriptions of course content, page design and presentation, assignments and tests, communication techniques, schedule of events, and student/student and instructor/student interactions. Experiences were documented through questionnaires, interview data, and students' annotated experiences during the semester. Issues of course design and delivery, student characteristics, online communications, motivation and self-discipline, and technical problems were examined. Results indicate ways designers designing a Web course, instructors teaching a Web-based course, and students taking a course online can employ instructional strategies to insure the greatest probability of success. (AEF)

ED 420 810 CE 076 832

Automotive Technician. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 96
NOTE- 79p.; For other profiles in this series, see CE 076 830-838.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Auto Mechanics; Basic Skills; Career Development; Competence; *Competency Based Education; Education Work Relationship; Educational Needs; Employment Potential; *Employment Qualifications; *Entry Workers; Job Analysis; Job Skills; Paraprofessional Personnel; Postsecondary Education; Secondary Education; *Statewide Planning; *Trade and Industrial Education; Units of Study
IDENTIFIERS- DACUM Process; Occupational Competency Analysis Profile; *Ohio

This occupational competency analysis profile (OCAP), which is one a series of employer-verified competency lists that were developed through a modified DACUM (Developing a Curriculum) job analysis process involving business, industry, labor, and community agency representatives across Ohio, identifies the occupational, academic, and employability skills (competencies) needed to enter the occupation of automotive technician. The OCAP is divided into four sections. In the first section, 461 job tasks identified by the National Automotive Technicians Education Foundation and 12 supplementary Ohio-verified tasks are clustered into 11 units; each is assigned 1 of 3 priority levels. Listed in section 2 are 37 employability competencies and more than 200 related competency builders. Section 3, which is devoted to academic job profiles, explains the purpose of job profiling, presents an academic job profile for the job of automotive technician, and enumerates the skills needed to achieve each level of competence for each of the 7 Work Keys academic skills. Section 4 lists the academic competencies that a panel consisting of representatives of business, industry, labor, and community-based organizations deemed most crucial to entry into the occupation of automotive technician. (MN)

ED 420 849 CS 013 241

Morgan, Margaret
Examining Responses to Text: Are We Giving Our Readers a Fair Shake?

PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (Scottsdale, AZ, December 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 7; Grade 8; High Achievement; Junior High Schools; Low Achievement; Middle Schools; *Reading Achievement; *Reading Comprehension; Reading Research; Reading Tests; *Recall (Psychology); *Text Structure; Urban Education
IDENTIFIERS- *Expository Text; Main Idea; *Narrative Text

A study compared the comprehension abilities of readers when reading narrative and expository discourse. It was designed to investigate how middle-level high-achieving and low-achieving readers comprehend the two discourse genres, testing the readers' comprehension of main ideas in the text under both conditions. Also examined was whether comprehension differences existed between Hispanic and Anglo readers. Subjects were 48 seventh and eighth grade readers from an urban school district in the southwestern part of the United States. Subjects were randomly selected and placed into one of two reader groups according to reading achievement. Results indicated that readers performed equally well in their ability to extract detailed information under both text conditions; comprehension differences between narrative and expository discourse increased with the level of importance of text macrostructures. Results indicated readers recalled twice as much of the main idea information from narrative text than they did in the expository text. Hispanic and Anglo readers performed equally well in recalling the important elements of the texts, but their emphasis differed with regard to lower level statements. Hispanic readers' recall of the most important text information was significantly higher than their recall of the other macrostructure levels--these differences were not evidenced in Anglo readers. Results of this study indicate that in the middle grades, readers continue to be less sensitive to the main ideas contains in expository materials. (CR)

ED 420 930 EA 029 209

McDowell, Lena, Comp.; Sietsema, John, Comp.
Directory of Public Elementary and Secondary Education Agencies, 1995-96.
PUB DATE- 98
NOTE- 785p.; For the 1994-95 edition, see ED 411 594.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Education Service Centers; Elementary Secondary Education; Enrollment; Instructional Program Divisions; National Surveys; Public Agencies; *Public Education; School District Size; *School Districts; *State Agencies; *State Departments of Education; Tables (Data)
IDENTIFIERS- National Center for Education Statistics

This directory lists all reported public elementary and secondary education agencies in 50 states, the District of Columbia, five outlying districts (American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands), and the Department of Defense. Types of agencies include regular school districts, supervisory union administrative centers, regional educational service agencies, state-operated agencies, federally operated agencies, and other agencies. The introduction has several summary tables. Table 1 shows number and percentage of education agencies by type and by state. Regular school districts comprise over 90 percent of all agencies listed. Table 2 indicates what percentage of 14,766 regular school districts, by pupil membership, serve what percentage of students. Although school districts in three categories representing the largest districts comprise only 5.2 percent of all school districts, they serve 48.8 percent of all public school students. Table 3 provides a breakdown of regular school districts by grade span and membership. Table 4 gives a breakdown of regular school districts by grade span and by state. Table 5 shows the number of regular school districts in each size category by state. Table 6 shows the number of regular school districts with student membership in each state and indicates the number of students in districts at selected percentile intervals on an ascending size scale. The median U.S. school district has 1,052 pupils. Following the actual tables and the school universe listing are appendices containing state education agency addresses and sample survey forms. (MLH)

ED 421 009 FL 025 333

Katchen, Johanna E.
Who Dunnit? Language Activities for Mystery Movies.

PUB DATE- 98
NOTE- 7p.; Revised version of a paper presented at the Annual Korea TESOL Conference (Seoul, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *English (Second Language); *Films; Foreign Countries; *Foreign Language Films; Second Language Instruction
IDENTIFIERS- *Mysteries (Literature)

Use of English-language mystery movies is recommended to teach English-as-a-Second-Language listening and speech skills outside an English-language environment. A variety of issues are discussed, including the following: presenting the film in segments for more effectiveness; presenting students with activities that develop specific aspects of the film (dialogue completion, intonation practice, character description, prediction of future events, cultural elements, nonverbal behavior); preparation of a transcript to facilitate study of idioms or vocabulary; and selection of an appropriate film. Pre-teaching questions to motivate students are offered, and specific activities designed to accompany an Agatha Christie murder mystery are outlined. (Contains 13 references.) (MSE)

ED 421 031 HE 031 373

To Encourage Efficiency. A Study of the Time-to-Degree Issue for Alabama.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Bachelors Degrees; *College Credits; *Degree Requirements; Degrees (Academic); Educational Policy; Higher Education; Intellectual Disciplines; *Majors (Students); Required Courses; State Colleges; State Surveys; State Universities; *Time to Degree
IDENTIFIERS- *Alabama

This study of the time-to-degree issue at institutions of higher education in Alabama reviewed existing reports on the problem, identified factors contributing to increases in time-to-degree, and surveyed baccalaureate programs in the state for the credit-hour degree requirements. Following an executive summary, Section 1 considers factors influencing extended time-to-degree, including student-controlled factors such as changing goals; institution-controlled factors, such as confusing curriculum requirements and policies on accepting transfer credits; and external factors, such as an increase in the number of required courses and rising tuition costs. Section 2 presents results of the credits-to-degree survey which found that Alabama institutions tend to require more credit hours than comparable national programs. Section 3 lists 17 recommendations which are organized under 3 categories: recommendations for the commission; recommendations for the institutions;, and recommendations for the legislature. The following are included in the recommendations: that the commission require new program proposals to compare required credit hours with similar programs in other states; that institutions consider guaranteeing time-to-degree by guaranteeing course availability for full-time students complying with program requirements; and that the legislature consider imposing a surcharge for excessive credits. Appended is the advisory board membership list. (Contains 26 references.) (DB)

ED 421 052 HE 031 395

Steiner, Matt

Education on the Installment Plan: The Rise of Student Loan Indebtedness in Texas.

PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Credit (Finance); Federal Aid; Federal Programs; Financial Aid Applicants; Financial Needs; Higher Education; Legal Problems; *Loan Default; *Loan Repayment; Money Management; Student Financial Aid; *Student Loan Programs; *Student Responsibility; Tables (Data)
IDENTIFIERS- *Texas

During academic year (AY) 1996-97, 83,000 students left Texas postsecondary institutions with $882 million in federally guaranteed loans. This study attempts to analyze the cumulative Texas Guaranteed Student Loan Corporation loan indebtedness of student borrowers who left postsecondary educational institutions from AY 1991 through 1997. The major findings of the study noted that: (1) for the period studied, median indebtedness grew 152 percent, while inflation rose only 21 percent; (2) borrowers leaving school in AY 1996-97 had a median indebtedness of $6,625, up from $2,625 in AY 1990-91; (3) borrowers at public four-year schools are now almost as indebted as their counterparts at private four-year institutions; (4) borrowers take advantage of the higher loan limits available at higher grade levels; (5) financial assistance from non-loan sources might not do much to reduce borrowing by students who are inclined to borrow in the first place; (6) high indebtedness is related to an increased likelihood of repayment problems; (7) borrowers who consolidate their student loans have much less difficulty during repayment; and (8) borrowers with multiple loan holders have a much greater likelihood of repayment problems. Appended are methodology notes, statistical data on median indebtedness at individual Texas schools, a list of Texas regions, and the report's logistic regression models. (MAB)

ED 421 071 HE 031 416

Yoshihara, Shoko, Comp.
Recruitment Guide for Thailand.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; Cultural Influences; Foreign Countries; *Foreign Students; Higher Education; Student Characteristics; *Student Recruitment

IDENTIFIERS- *Thailand

This book is intended to provide U.S. university recruiters with information on higher education and student recruitment opportunities in Thailand. Section A describes recruitment strategies that are professionally and culturally appropriate to Thailand; contact information concerning related institutions is also included. A subsection called "What Thai Students Are Like" identifies the basic characteristics of Thai students. Section B offers detailed information on the development and present situation of higher education in Thailand. Directories of public/private universities and the addresses of related government ministries are included. Finally, in Section C, a basic country profile of Thailand covers such aspects as history, religion, and the language. Attachments to each section provide relevant addresses. Tables provide information on the academic calendar, the history of Thai universities, the grade-point system, and international programs. (Contains 16 references.) (DB)

ED 421 130 IR 018 850

Wood, Victoria L.; Stevens, Ellen; McFarlane, Terry; Peterson, Kim; Richardson, Karen; Davis, Robert; LeJeune, Noel

Faculty Development Workshop: Critical Reflection in a Web-Based Environment.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Critical Thinking; Educational Philosophy; Educational Technology; *Faculty Development; Higher Education; *Instructional Design; Pilot Projects; Research Needs; Teaching Methods; *Workshops; *World Wide Web
IDENTIFIERS- Reflective Thinking; Technology Integration

This paper describes the process of creating, redesigning, and piloting a World Wide Web-based faculty development workshop. The workshop, originally presented in a traditional setting, was created to foster reflective thought about teaching philosophies and practice. Moving the workshop from a traditional classroom-like setting to a Web-based environment was motivated by the desire to make it accessible to a larger population and to integrate the latest technology. The workshop was created through multiple iterations of conceptualizing workshop activities, implementing design decisions, and examining theories of learning, motivation, and instructional design. Two graduate instructional design classes (35 students) were invited to complete the workshop during their class time. Different methods for data collection included: students' responses to workshop activities, observation of students and faculty, individual interviews, focus groups, and the workshop survey. Findings suggest the Web-based environment is a powerful medium for workshop delivery and for the promotion of reflective thinking. An equally significant revelation is the importance of a good instructional design on the Web. Consideration of technological limitations and their implications for student learning and motivation are among a number of important issues to focus on in future research. (AEF)

ED 420 756   CE 076 715

Dickinson, Katherine P.; Soukamneuth, Sengsouvanh; Yu, Hanh Cao; Kimball, Mary; D'Amico, Ronald; Perry, Rebecca; Kingsley, Christopher; Curan, Susan P.

Providing Educational Services in the Summer Youth Employment and Training Program. Technical Assistance Guide.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Articulation (Education); *Basic Skills; Caseworker Approach; Classroom Techniques; Delivery Systems; Disadvantaged Youth; *Educational Practices; Educational Quality; Employment Programs; Instructional Development; Leadership; Recruitment; Secondary Education; Student Evaluation; Student Projects; *Summer Programs; Teaching Methods; *Technical Assistance; Youth Employment; *Youth Programs
IDENTIFIERS- Contextualized Instruction; *Summer Youth Employment Program

This guide is intended for Job Training Partnership Act (JTPA) program service delivery areas (SDAs) and educators involved in providing educational services in the Summer Youth Employment and Training Program (SYETP). It presents strategies for delivering high-quality instruction that promotes active learning, skill transfer, and skill durability and gives participants sufficient opportunities to learn and practice new skills. The following are among the topics discussed: rationale for the guide and characteristics of high-quality educational services; role of SDA leadership in improving the quality of educational services (importance of SDA leadership, challenges of providing effective leadership, effective transitions from SYETP to JTPA programs); activities in support of training (targeting and recruiting youth for SYETP services, assessment and service planning in a limited time frame, challenges and principles of the case management approach to instruction); project-based learning (choosing appropriate projects, identifying project learning goals and objectives, preplanning projects, orienting youth to project-based learning, guiding youth in conducting projects, implementing appropriate assessment procedures); and classroom training (challenges to providing high-quality classroom training, providing high-quality instructional content, promoting high-quality instructional materials). Concluding the guide are thumbnail sketches of high-quality traditional classroom programs and classroom programs using real-world context. (MN)

ED 420 830 CG 028 556

Jahnke, Kristine
Anger Management Programs for Children and Teens: A Review of Eleven Anger Management Programs.

PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (30th, Orlando, FL, April 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches,

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anger; *Children; Intervention; *Program Evaluation
IDENTIFIERS- *Anger Management

This document focuses on anger management programs utilized within and outside of school systems. Eleven programs are reviewed and delineated into the following categories: age/grade level, group size, target population, theoretical basis, techniques utilized, and skills acquired. Practical knowledge of the programs is presented in order to provide the user with resources necessary to design and begin an anger management program. Programs reviewed are: (1) "The Anger Workbook" (Carter and Minirth); (2) "The Anger Coping Program" (Lockman, Dunn, Klimes-Dougan); (3) "Anger Control Training for Adolescents in Residential Treatment" (Dangel, Deschner, Rasp); (4) "Aggression Replacement Training" (Goldstein, Glick, Reiner, Zimmerman, Coultry); (5) "Anger Management for Youth: Stemming Aggression and Violence" (Eggert); (6) "Anger Management Program" (Panaccione); (7) "Anger Control Training for Children and Teens" (Taylor) ; (8) "25 Ways to Help Children Control Their Anger" (Shapiro); (9) "The Anger Control Kit" (Shapiro); (10) "How I Learned to Control My Temper" (Pincus); (11) "Think First Curriculum" (Larson, McBride). Well-known programs and less common programs are included; contact addresses and program prices are provided where available. (MKA)

ED 420 869   CS 216 389

Hudley, Janice Edgerson

Storying the (Military) Academy: Transforming Soldiers into Writing Teachers.

PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; *Faculty Development; *Freshman Composition; Higher Education; Military Schools; *Professional Training; Teacher Student Relationship; Teacher Surveys; Teaching Skills; *Writing Teachers
IDENTIFIERS- Faculty Attitudes; *Military Academy (West Point) NY

Through the examination of case studies, this paper discusses a method in which the English Department at West Point can improve their junior military instructors' preparation to teach composition. Twelve departing and incoming instructors were surveyed on the quality of the preparation for teaching they received. Most were generally supportive of New Instructor Training as currently conducted; most agreed that they needed both theoretical and practical knowledge of teaching composition. Several mentioned that they found themselves "reinventing the wheel" as they went through the freshman writing course (EN 101) their first semester. The instructors were grateful for the structured syllabus provided by the course director, but one lamented that cadets were not prepared for freshman composition. One expressed dismay at the subject matter; another felt that the cadets did not take the course seriously. Not one of last year's six new instructors felt well prepared to teach composition at West Point. All six believed that some changes need to be made in teacher preparation--two advocated complete overhaul of the program. Two instructors volunteered as "guinea pigs" for case studies, because they wanted feedback on their planning and classroom effectiveness. Both instructors made substantive revisions in the syllabus, changing the course to fit their understanding of the preparation cadets would need. West Point's strength is that it has a self-renewing faculty which provides insight into the types of writing students can reasonably expect to do during military service. (NKA)

Maslin-Ostrowski, Pat; Ackerman, Richard H.
The Wounded Leader: Looking for the Good Story.
PUB DATE- 98
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Ethnography; Interviews; *Leadership; Leadership Qualities; *Life Events; *Personal Narratives; *Principals; *Story Telling
IDENTIFIERS- *Crisis Management; Narrative Transcript; *Story Themes

This study's purpose was to understand further "how" significant leadership crises create a very particular context for telling stories and, specifically, "how" the lives of school leaders are affected by the stories they tell. The study presents the stories of seven private and public school leaders who have experienced a serious conflict, dilemma, or critical event in their leadership practice that has in some way profoundly affected or "wounded" them. The study focused on school leader's "narrative identity" to determine "who" in each case the person had become in the story, "how" their story helped them to become that person and "why." The methodology was ethnographic in that it required retrospective interviewing and narrative analysis. Findings suggest that the difficult experiences evoked stories that could be tentatively grouped by common themes. The storytellers chose a restitution story of how the problem was fixed which echoes the myth of principal as hero; a chaos story of near disaster that was notable by what was absent, that is a distressed telling without order or coherence and an uncertain future; or a story of quest, one that leads to a new or evolved story. All themes, however, are apt to be present at different times in each of the stories. Another finding relates to the particular ways in which participants were self conscious and aware of themselves as story makers and tellers, thus could become in a sense "witnesses" to their circumstances. (Contains 25 references.) (NKA)

ED 420 911 EA 029 116

Hoyle, John R.; English, Fenwick W.; Steffy, Betty E.
Skills for Successful 21st Century School Leaders: Standards for
Peak Performers.
PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Principles; *Educational Administration; Educational Innovation; Elementary Secondary Education; Higher Education; *Leadership; Leadership Qualities; *Leadership Responsibility

This guide presents a description of the standards and related skills school leaders must master and apply. Since every school leader needs a well-defined philosophy to make decisions, the guide emphasizes philosophical, performance, and ethical dimensions of school leadership. The book's 10 chapters address such issues as visionary leadership, including the skills and disposition needed to lead others to peak performance; the political skills needed for school governance in a democracy; the proficiency in communication and community relations required for articulating a vision; the skills in organizational management; insights on developing a curriculum design and delivery system for diverse school communities; expertise in instructional management and the development of a data-based student-achievement system; the related need to focus on staff evaluation and staff development; the knowledge that school leaders need to make the most of educational research, evaluation, and planning; and the importance of understanding and modeling appropriate value systems, ethics, and moral leadership. Two appendices offer an overview of major advances in standard settings and an overview of future trends. (RJM)

ED 420 949 EC 306 514

Kiley, Therese J.; Jensen, Rita A.
What Preservice Teachers Are Surprised To Learn about--and from--Gifted Students.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Gifted; Higher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Preservice Teachers; Professional Development; *Student Teaching; Summer Programs; *Teacher Attitudes
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This report discusses the outcomes of a study that drew upon the reflections and self-assessment of seven preservice teachers who served as assistants in a university-based summer program for gifted students. Of the preservice teachers, four were elementary education majors, two were early childhood majors, and one was a special education major. Findings indicate that: (1) the assistants judged their experiences working with gifted students as positive and beneficial to their professional development; (2) the assistants were highly motivated to make a difference in the lives of their future students; (3) five assistants had a higher level of commitment to teaching after the program; (4) when asked to compare their current knowledge base and competency level with the knowledge and competencies they possessed when they began their teacher preparation program, the assistants pointed out that they were not aware of the many dimensions of teaching; (5) the assistants recognized the value of collaborating with parents and colleagues; and (6) the assistants faced some of their stereotypes about gifted students and moved beyond those misconceptions. Guiding principles for curriculum differentiation for gifted students are provided. (Contains 26 references.) (CR)

ED 420 969 EC 306 542

Hutinger, Patricia L.

Technology Assessment Software Package: Final Report.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Auditory Stimuli; *Computer Software; Computer Uses in Education; *Disabilities; Early Childhood Education; Early Identification; *Early Intervention; Educational Strategies; Evaluation Methods; Higher Education; *Severe Disabilities; *Student Evaluation; Toddlers; *Visual Stimuli; Young Children
IDENTIFIERS- Western Illinois University

This final report describes the Technology Assessment Software Package (TASP) Project, which produced developmentally appropriate technology assessment software for children from 18 months through 8 years of age who have moderate to severe disabilities that interfere with their interaction with people, objects, tasks, and events in their environment. The 3-year, field-initiated project was conducted within Macomb Projects at Western Illinois University. The resulting software prototype, "Something's Fishy," was designed to assess task complexity and children's preferences for a variety of stimuli such as color, sounds, volume, movement, image size, image types, and visual or auditory stimuli. The software was designed to run on a Macintosh and to be accessed by switches, TouchWindow, adaptive keyboards, and mouse. A manual for the software will be available on the final version of the CD-ROM. The project also created a database of commercially available software which can be searched according to categories of stimuli assessed by "Something's Fishy" and which provides software suggestions that meet varying educational needs and goals. The report details the project's goals and objectives, project activities, problems, project impact, and future activities. (Contains 51 references.) (Author/CR)

ED 420 988 EF 005 075

Guidelines for Receiving State Capital Outlay Funds.

PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Capital Outlay (For Fixed Assets); Educational Facilities; *Educational Finance; Elementary Secondary Education; *Expenditures; State Aid; *State Regulation
IDENTIFIERS- *Georgia

This document presents Georgia's guidelines for receiving state capital outlay funds. The procedure is divided into three parts: preliminary planning, design and preconstruction, and construction. The guide describes how the preliminary planning phase utilizes the state's schedule of events for project administration and provides explicit directions for architect services and preliminary designs and plans, such as educational specifications and coordination of plans. It highlights design and preconstruction considerations including project cost estimates, contract documents, advertising, bidding, overruns, underruns, contract awards, the preconstruction conference, the notice to proceed, and reimbursement. The portion of the report addressing the construction process examines guidelines for the inspection of instruction, the contractor's payrolls, any alteration to the contract, accounting records, periodic payments, occupancy prior to completion, final inspection, final payment, and warranty inspection. This step-by-step process is intended to help project managers keep an orderly accounting of state requirements for funds disbursement. (RJM)

ED 421 091 IR 018 810

Taylor, Harriet G.
Distance Education by Distance Education: Putting Theory to Practice in a Graduate Educational Telecommunications Course.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Computer Mediated Communication; *Cooperative Learning; Curriculum Design; *Distance Education; Elementary Secondary Education; Graduate Study; Group Discussion; Higher Education; Mentors; Models; Nontraditional Education; *Teacher Education; *Telecommunications; World Wide Web
IDENTIFIERS- *Experts; Web Sites

Graduate students in a telecommunications in education class participated in a collaborative project in which they implemented and practiced the curricular models that they studied during the course. The students used distance education to support learning about the field of distance education. They used the World Wide Web and other media for background information and visited distance education centers. To provide in-depth insights on the topic, they participated in e-mail exchanges with online experts, each representing a different model of distance education. The students created a unique Web site containing information gathered from the experts and links to Web pages that are good general resources on distance education. This experience allowed participants to become immersed in a study as a group and to develop their own models of telecommunications-supported collaborative learning. It attained the baseline goals of differentiation of distance education and telecommunications, practical application of K-12 curricular models, practical experience with collaborative and group processes, examination of a variety of resources and media, and application of online strategies to authentic tasks. Through expert mentors and online resources, students were able to explore their research topic in ways not possible if limited to traditional methods using materials at hand on campus. (Contains 24 references.) (AEF)

ED 421 111 IR 018 830

Leh, Amy S. C.
Design of a Computer Literacy Course in Teacher Education.

PUB DATE- 98
NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; *Computer Literacy; Course Content; Course Evaluation; Higher Education; Information Technology; Introductory Courses; *Preservice Teacher Education; Skill Development
IDENTIFIERS- Arizona State University; Indiana University; Pennsylvania State University; Technology Implementation; Technology Utilization; University of Virginia

This study investigated the structure and content of the introductory computer literacy courses at four universities: Arizona State University, Indiana University, Pennsylvania State University, and the University of Virginia. The four courses are similar to each other, however the structure and content vary. The course content at the four universities examined provides education students with the computer concepts and skills which they are expected to know for their future teaching: word processing, spreadsheets, database, multimedia, presentation, e-mail, Netsearch, and integrating technology into instruction. A table depicts the concepts and skills involved in the course for each university. (AEF)

ED 421 010   FL 025 334

Spurlin, Quincy; Blanco, George
Que es la Ciencia? What Is Science? A Question for All Students.
PUB DATE- 98
NOTE- 33p.; Paper presented at the Annual Meeting of the Nationa
Association for Bilingual Education (27th, Dallas, TX, Februar
24-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Classroom Communication; Classroom Environment; Classroom Techniques; Educational Strategies; English for Special Purposes; *English (Second Language); Heterogeneous Grouping; *Limited English Speaking; Native Language Instruction; *Science Instruction; *Scientifi
Literacy; Spanish; Student Motivation; Vocabulary Development
IDENTIFIERS- *Content Area Teaching

This teacher's guide offers classroom techniques for teaching science to bilingual elementary students. Recommendations are made for improving teaching by: lowering students' affective filters; providing comprehensible input; providing for language output; creating a supportive environment; adjusting classroom teaching style; teaching heterogeneous groups; motivating participation; using students' background knowledge; and providing concrete support for student efforts. A sample unit entitled "What Is Science?" is outlined in seven detailed and varied classroom activities. (MSE)

ED 421 032 HE 031 374

University of Alaska 1997 Facilities Inventory.

PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; *Facility Inventory; Higher Education; Property Accounting; *State Universities
IDENTIFIERS- *University of Alaska

This facilities inventory report presents a comprehensive listing of physical assets owned and operated by the University of Alaska and includes, for each asset, data on average age, weighted average age, gross square footage, original total project funding, and the asset's plant investment value adjusted to the current year. Facilities are listed by their current assignment to the university's four administrative units: statewide programs and services, University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast. Also included are summaries of improvements other than buildings, including access roads, utility lines, parking lots, campus lighting, and other site improvement costs not capitalized in the buildings. A separate section identifies nonuniversity facilities located on university land. Appended are definitions, campus maps, and a building index. (DB)

ED 421 072 HE 031 417

Levi, Daniel; Rinzel, Lawrence; Cadiz, David; Cacapit, Maria
Effects of Education and Team Projects on Student Attitudes toward Team Work.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; College Students; *Cooperative Learning; Group Dynamics; Higher Education; Instructional Effectiveness; *Student Attitudes; *Teamwork
IDENTIFIERS- *California Polytechnic State University

This study compared the effects of team projects alone with team projects coupled with team-work education on college students' attitudes toward team work. The study modified a 30-item survey originally developed to study team work in professional research and development teams. The survey was administered to 250 students at the beginning and end of eight classes at California Polytechnic State University. In four classes (one psychology and three engineering classes) students worked together on a team project as part of their class grade. In the other four classes (three psychology and one business class), the students worked on a team project and also attended multiple lectures and participated in class activities that involved team work and group dynamics. The study found that: (1) the team projects improved students' overall attitudes about team work; (2) the positive impacts of working on team projects were more powerful when students also had class instruction about teams and group dynamics; and (3) the experience of working on teams did not impact beliefs about the serious problems which students had making their teams function well. These problems concerned finding time to meet with team members and each team member doing his/her fair share. (Contains 18 references.) (DB)

ED 421 135 IR 018 855

Zhao, Yong; Rop, Sheri; Banghart, Rick; Hou, Kaijun; Topper, Andrew
Life on the Margins: Stories of Techguides.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; Computer Uses in Education; *Cultural Differences; Educational Facilities; *Educational Technology; Higher Education; Instructional Development; Personal Narratives; *Preservice Teacher Education; Role; Teachers; Training
IDENTIFIERS- Computer Users; *Technologists; *Technology Integration

Traditionally, in the intersection of technology and education, two distinct cultures have existed side by side: the "techies"--technologically sophisticated or enthusiastic experts, and the teachers--elementary through higher education. In an effort to bring the two separated cultures together to engineer a new culture and to support technology integration at a large teacher preparation institution, a group of nine graduate students were recruited to serve as Techguides. One of the primary responsibilities of the Techguides was to partner with teacher educators to help them integrate technology in their courses for preservice teachers. This paper reports on the preliminary results of this effort by looking at the development trajectory of four Techguides over a course of 3 months. Two themes that surface are the role of the room (i.e., the physical space in which the project was housed) in the development of the Techguide culture and the impact of this culture's interaction with the broader teacher education culture of the college. As the stories presented suggest, the four Techguides, with quite different backgrounds in technology and teaching, were able to interact with each other to construct a shared culture of teaching and learning with technology. (AEF)

ED 421 154 IR 018 874

Garrett, Joyce Lynn; Dudt, Kurt
Using Video Conferencing To Supervise Student Teachers.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; Elementary Secondary Education; Evaluation Methods; Higher Education; Partnerships in Education; Preservice Teacher Education; Program Evaluation; School Districts; Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; *Teacher Supervision; *Teleconferencing
IDENTIFIERS- Indiana University of Pennsylvania; *Video Teleconferencing

The College of Education at Indiana University of Pennsylvania (IUP) received a three-year grant to conduct research and evaluate video conferencing as a tool for reducing costs of supervising clinical experiences in the teacher education program. The goal was to determine whether quality supervision can be achieved and high levels of student teacher achievement maintained. Millcreek Township School District (Erie, Pennsylvania) was an ideal place to launch this work; the district is an Apple School of Tomorrow and a technology partner with IUP. Equipment and networking needs included three essential elements: a CODEC unit, a network, and a room. The project was designed in three phases: (1) a pilot study to provide feedback for modifying and expanding the second and third phases; (2) participation by 14 student teachers, their respective university supervisors, and site-based cooperating teachers; and (3) increasing the number of wired sites to three and the number of participating students to at least 24. Data for follow-up evaluation were collected from two university professors, three cooperating teachers, and three student teachers. Preliminary findings indicate the effectiveness of video conferencing for student teaching supervision. (AEF)

ED 421 192 JC 980 337

Performance Based Funding: A Faculty Critique and Action Agenda.

PUB DATE- 98
NOTE- 28p.; "Adopted Spring 1998."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Educational Finance; Educational Improvement; Finance Reform; *Financial Support; *Improvement Programs; Management by Objectives; Outcomes of Education; *Productivity; *State Programs; State Standards; Two Year Colleges
IDENTIFIERS- California Community Colleges; Performance Based Funding

This paper reviews and analyzes a 1997-98 budget proposal by the Chancellor and Board of Governors of the California Community Colleges. The proposal, entitled "Partnership for Excellence," proposes to fund a portion of the California Community College budget on a performance basis, with a differential payout mechanism for colleges based on progress on selected indicators of student achievement. This paper briefly reviews the history of performance based funding, places the proposal in the context of national and international developments, and provides a critique of this budgetary approach in public higher education. Political aspects of the program are questioned in view of pressures felt by California Community Colleges to get the state governor to re-invest in the system. Budget priorities and public impact are reviewed, and finally, the paper outlines an action plan for the Academic Senate for the California Community Colleges in responding to calls for performance based funding. (AS)

ED 421 173 JC 980 275

Ottenritter, Nan
Community Colleges and Community-Campus Partnerships.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Community Health Services; Disadvantaged Youth; *Health Education; Health Needs; Health Promotion; Job Training; *Partnerships in Education; *Public Health; *School Community Relationship; Two Year Colleges
IDENTIFIERS- City College of San Francisco CA; Northern Virginia Community College

This article describes the unique role of America's community colleges and the way they relate to academic health centers and community health needs. It discusses how community colleges benefit underserved communities. As open-door institutions, they provide academic opportunities for those who would not normally be able to have higher education. Community colleges also help build needed skills and provide various psychological, health, and support services to the community. The mutual collaboration between community colleges and health professions schools could provide disadvantaged students with career exploration in health and unite health professions schools more directly with the community, while health care schools could provide primary health care and research expertise to colleges. Models of community-community college partnerships are provided, citing examples from the City College of San Francisco and Northern Virginia Community College, which, through collaboration, provide valuable health services to the community, including HIV testing and health care training opportunities for students. The article concludes with recommendations for future collaborative efforts. Contains 17 references. (YKH)

ED 421 193 JC 980 339

Russo, Samuel L., Jr., Ed.
Mohawk Valley Community College (MVCC) Trend Data Book. Analysis Period: Fall 1988-Fall 1993, with Some Data Trends into the Fall of 1994.
PUB DATE- 95
NOTE- 185p.; "Volume I, Number 1." For the later analysis period Fall 1993-Fall 1997, see JC 980 339 340.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Admission (School); Annual Reports; College Graduates; Community Colleges; Educational Finance; *Educational Trends; *Enrollment Trends; School Personnel; *School Statistics; Statistical Data; *Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Mohawk Valley Community College NY

This trend data book addresses integral areas of New York's Mohawk Valley Community College (MVCC), including Enrollment, Admissions, Academic Programs, Graduate/Placement, Administrative/Financial Statistics and Personnel Data. Analyzing statistics gathered from fall 1988 through fall 1993, the book contains six diverse statistical reports. The Enrollment section contains information on student headcount, Full Time Equivalency (FTE), gender and age, credit course enrollment categorized by race and ethnicity, geographic origins, population, top feeder high schools, graduate projections, ACT results, and undergraduate enrollment. The Admissions section describes data on new, first-time, and transfer students. The Academic Programs section discusses annual enrollment trends by degree and certificate programs, total headcount, and percentage of total headcount and FTE. The Graduation/Placement section includes information on degrees granted, a college transfer and job placement summary by degree programs, and the persistence of all transfer students from MVCC to the State University of New York. The Administrative/Financial Statistics section contains charts outlining the financial aid summary and total allocation by government program source, as well as trends in MVCC annual operating revenues and costs. Finally, the Personnel Data section provides employee information regarding full- and part-time status, and faculty and support staff gender and ethnicity. (AS)

ED 421 136 IR 018 856

Little-Reynolds, Laura; Takacs, James
Distance Collaboration and Technology Integration between Two Institutions.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Communication (Thought Transfer); Computer Uses in Education; *Cooperative Programs; *Curriculum Development; *Educational Technology; Higher Education; Instructional Innovation; *Partnerships in Education; Telecommunications; Workshops
IDENTIFIERS- Mary Washington College VA; *Technology Integration; Technology Plans; West Virginia University

The Collaborative Technology Integration (CTI) project consisted of workshops that involved collaboration efforts between faculty members from Mary Washington College (Virginia) and graduate students in instructional technology from West Virginia University. The project paired up individuals from the two schools to work together on the integration of technology into the curriculum. Partners relied on e-mail, file transfer protocol, faxes, and the telephone to share ideas, works in progress, and ideas for future work. The case studies described in this paper demonstrate two extreme examples that comprise the entire CTI project. In one case, the instructional technologist and the content area specialist had little contact over the time period, while the other project involved a team that was in almost daily contact with each other. Varying degrees of commitment to the project were observed in both cases; the degree of commitment was related to the clarity of the vision for the project. Each project, in spite of different degrees of communication, met the goal of technology integration into the target course, demonstrating that modern communications technology enables instructors to tap into the knowledge of experts at different locations. (AEF)

ED 421 155 IR 018 875

Rhodes, Carole S.

Multiple Perceptions and Perspectives: Faculty/Students' Responses to Distance Learning.

PUB DATE- 98

NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; Graduate Study; Higher Education; *Instructional Design; Online Systems; *Preservice Teacher Education; Student Attitudes; Teleconferencing; World Wide Web

IDENTIFIERS- Pace University NY; *Video Teleconferencing; Web Sites

This paper describes the implementation of a graduate preservice teacher education course, entitled "Language and Meaning," offered via an interactive two-way audio and video delivery system in which participants on two campuses of Pace University (Westchester and New York City) were able to view each other. An interactive World Wide Web site was also set up to facilitate communication among the students. Except for one student, all reported positive feelings about having been involved in a distance learning situation, though more than two-thirds of the students did not feel that it was something that they would like to use in their teaching. Analysis of the formative and summative data gathered from the participants revealed key themes and issues, including: the need for interaction among students; the need for student-teacher interaction; the impact of interactive Web sites in education; and the role of reflection on one's learning. (AEF)

ED 421 174 JC 980 292

Burke, Rhonda, Comp.
Michigan Community Colleges Enrollment Profile, 1997.
PUB DATE- 98
NOTE- 303p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Basic Skills; *Community Colleges; *Degrees (Academic); *Enrollment; Enrollment Rate; Enrollment Trends; Ethnicity; Females; Instructional Program Divisions; Job Skills; Males; Minority Groups; Skill Analysis; State Surveys; *Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *Michigan; *Michigan State Department of Education

Comprised primarily of tables and graphs, this report provides data on enrollment, degrees conferred, and standards/measures for Michigan's 28 community and junior colleges. The first section is an enrollment profile for fall 1997, and provides tables that illustrate trends in fall enrollment, specifying enrollments by ethnicity, status by gender, percentage of first-time students, age distribution, and occupational enrollments by ethnicity. The second section offers program and non-program enrollments for the year starting July 1, 1996 and ending June 30, 1997. It includes tables illustrating the year-end program enrollments, enrollments in the top-twenty programs, year-end occupational program enrollments, enrollments in the top-twenty occupational programs, and non-program enrollments. The third section includes tables on the degrees conferred during the July 1996-June 1997 year. It provides data on the degrees conferred by level, total degrees conferred, top-twenty programs in which the greatest number of degrees were conferred, occupational degrees conferred, and top-twenty occupational programs with the greatest number of degrees conferred. The final section offers standards and measures for 1995-1996, including basic and advanced skills attainment and occupational work skills attainment. Appendices include data on enrollments and degrees conferred in state board approved occupational programs. (YKH)

ED 421 194 JC 980 340

Russo, Samuel L., Jr.
Mohawk Valley Community College (MVCC) Trend Data Book. Analysis Period: Fall 1993-Fall 1997.
PUB DATE- 98
NOTE- 256p.; "Volume I, Number 4." For the earlier analysis period Fall 1988-Fall 1993, see JC 980 339.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Admission (School); Annual Reports; College Graduates; Community Colleges; Educational Finance; *Educational Trends; *Enrollment Trends; Personnel; *School Statistics; *Statistical Data; Student Characteristics; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- Mohawk Valley Community College NY

This trend data book from Mohawk Valley Community College (MVCC) in New York contains six statistical reports for the following areas: Enrollment, Admissions, Academic Programs, Graduate/Placement, Administrative/Financial, and Personnel. The analysis period covered is fall 1993 through fall 1997. The Enrollment section provides student headcounts according to full- and part-time status, age, gender, and ethnicity, identifies the top 25 feeder high schools to MVCC, and illustrates declines in the percentage of students enrolled in various courses and programs. The Admissions section contains information on full-time enrollment of new, first-time, and transfer students. The Academic Programs section provides annual enrollment trends by degree and certificate programs, total headcount, and percentage of total headcount and full-time equivalency for 12 degree programs. The Graduation/Placement section shows the number of associate degrees granted by degree type, gender, and program and award type, with five-year averages; certificates granted; and trends in student transfer, job placement, and persistence. The Administrative/Financial section explores trends in tuition and student financial aid, and the Personnel section describes faculty and staff trends. A glossary defines both general and specific terms contained in the document. Charts and data tables appear throughout the document. (EMH)

Thompson, Gary; Hoskisson, Dale; Brauner, Carolyn; Christensen, Val

Students, Learning, Assessment and Technology: A Campus-Wide Merger.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Change; Educational Technology; Higher Education; Instructional Innovation; *Portfolio Assessment; *Student Evaluation; Student Projects; *Teacher Education
IDENTIFIERS- *Access to Computers; Notebook Computers; Valley City State University ND

In order to achieve its goal to improve learning and ensure success of students, Valley City State University (VCSU) implemented a comprehensive and multidimensional agenda for institutional change. A central component, Improving Learning with Technology (ILT), involves integration of learning and assessment that is facilitated by, and contingent upon, universal access to notebook computers. Specific features of the ILT innovations involve three aspects of the teacher education program: (1) clear specification of abilities or outcomes; (2) adaptation of a specific software package, Skill Command, for tracking learner progress on professional skills and abilities; (3) and increased student responsibility for documenting performance through creation of an electronic portfolio. Through ILT, technology has provided VCSU faculty in the teacher education unit with the capacity to revolutionize education both on campus and for future students through dissemination of innovations in the public schools. The eight core abilities that form the foundation for student electronic portfolio projects at VCSU are: communication, aesthetic responsiveness, problem solving, effective citizenship, global perspective, collaboration, wellness, and technology. (AEF)

ED 421 156 IR 018 876

Angeli, Charoula; Bonk, Curtis Jay; Supplee, Lauren; Malikowski, Steve

A Case-Based Electronic Learning Environment for Preservice Teacher Education.

PUB DATE- 98

NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Apprenticeships; Computer Assisted Instruction; *Computer Mediated Communication; *Cooperative Learning; Cooperative Programs; Discourse Analysis; Feedback; *Field Experience Programs; Higher Education; Mentors; Peer Teaching; *Preservice Teacher Education; *Teleconferencing; *World Wide Web

IDENTIFIERS- Scaffolding

This study took place within a teacher education program at a large Midwestern university with vast field observation placements around the state and the world. The purpose was to discover whether preservice teacher electronic conferencing on the World Wide Web about early field experiences can have an impact on the learning of educational psychology and general apprenticeship within the teacher education program. The power of asynchronous conferencing was combined with case-based reasoning and peer and mentor collaboration to electronically apprentice student learning. Research questions in five areas were examined: (1) dialogue; (2) requests for help/learning assistance; (3) scaffolding and apprenticeship; (4) attitudes; and (5) teaching philosophy. During 1996-1997, 146 undergraduate educational psychology students were randomly assigned to two different electronic conferencing groups; one group was heavily scaffolded (i.e., students received more task structuring, instructor guidance and feedback, moderator queries, and cooperative teacher recommendations) and the other was not (i.e., students received feedback from their peers, and when they requested it, help from the instructor). While students found the conferencing tool, Conferencing on the Web (COW) to be easy to use, many looked at this as an additional task burden of the class, not as an opportunity to interact with peers. (Contains 19 references.) (AEF)

ED 421 175 JC 980 319

Richards, Beverly
A Research Study To Determine a Profile for Student Success in Completing Self-Paced Study.
PUB DATE- 98
NOTE- 106p.; Master's Research Project, University of Phoenix.

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Basic Skills; Community Colleges; Comparative Analysis; Dropout Rate; Educational Research; High Risk Students; *Independent Study; Nontraditional Education; Part Time Students; Profiles; *School Holding Power; Student Attitudes; *Student Characteristics; Student Surveys; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Santa Fe Community College NM

This research study was conducted to determine if certain characteristics were consistently present in students who completed self-paced study courses, as opposed to those who did not. The survey was conducted at the Santa Fe Community College Flex Lab (New Mexico), which was designed to provide students with an alternative, self-paced method of taking college credit courses, allowing them to complete assignments at home, work, or in an open classroom. A survey was administered during orientation meetings for 148 students enrolled during fall 1997. It asked ten factual questions and four opinions of students on topics that included demographic information, educational, personal, financial, and employment background, and basic skills. Results provided a general profile of all students in the sample population and comparisons of characteristics between those who finished the Flex Lab course and those who didn't. Results indicated that the Flex Lab provided a supportive environment with relatively high completion rates, and that students with any one of seven characteristics (computer knowledge, part-time status, caring for children, scholarship funding, typing skills, or being male) had higher completion rates. (Contains 27 references.) (YKH)

ED 421 195 JC 980 344

Kranitz, Gina; Hart, Kenneth R.
Linking Strategic Planning, Institutional Assessment, and Resource Allocation: Paradise Valley Community College's Model.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Summer Institute of Institutional Effectiveness and Student Success in the Community College (10th, Chicago/Oak Brook, IL, June 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Budgets; *College Outcomes Assessment; Community Colleges; *Educational Assessment; Educational Finance; Educational Planning; Models; Program Development; Program Evaluation; Program Implementation; School Effectiveness; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ; *Paradise Valley Community College Center AZ

As an institution having undergone many changes over the past 13 years in the Maricopa Community College District, Paradise Valley Community College (PVCC) in Arizona has developed and implemented its strategic planning process, institutional effectiveness and student outcomes assessment model, and resource allocation (budget) process over the last 5 years. The introduction to this paper notes the structure and size of both the Maricopa District and PVCC, and provides a summary of PVCC's 10-year accreditation by the North Central Association. The paper explains the relationship between the strategic planning process and assessing institutional effectiveness and student outcomes, and ties these processes back to the budget allocation process. In addition, the content describes the functions of key personnel in the development and implementation of the strategic planning and budgeting processes and the model assessing institutional effectiveness and student outcomes over the past 5 years, as well as the evolving activities of these personnel. The conclusion provides lessons learned and still being learned from the development and implementation of these processes. (Contains five charts.) (EMH)

ED 421 138 IR 018 858

Jin, Seung H.; Willis, Jerry
A Web-based Instructional Resource for Teacher Education: Constructivist Approach.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794. Figures are illegible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Constructivism (Learning); Educational Resources; Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Instructional Design; Instructional Materials; *Material Development; Preservice Teacher Education; Teachers; Teaching Models; User Satisfaction (Information); *World Wide Web
IDENTIFIERS- *Web Sites

The work reported in this paper focused on the creation of an Internet-based resource for preservice and inservice teachers. A World Wide Web-based instructional resource was developed by a participatory team comprised of subject area and instructional design experts as well as potential users including preservice and inservice teachers. The Constructivist Educator's Page is a Web page which includes three general types of material: a database of information and resources, an area for discussion, and a collaborative project area. The design model used was based on three guiding concepts: participatory design, recursive or iterative design, and reflection. The definition focus included front-end analysis that investigated whether there is a need for the type of alternative instructional material, the creation of a participatory team that includes both experts and potential users, and establishment of a progressive problem-solution focus. The design and development processes were combined into one focus. Preparation tasks included selection of a development environment, selection of instructional media, and selection of the format and instructional strategies. The creation tasks category includes the procedures for developing the product. Based on the comments of experts and end users, the Constructivist Educator's Page appears to have several advantages over traditional instructional models. (AEF)

ED 421 157 IR 018 877

Laffey, James M.; Musser, Dale; Tupper, Thomas
An Internet-Based Journal for Professional Development.
PUB DATE- 98
NOTE- 8p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Curriculum Development; *Faculty Development; Field Experience Programs; Higher Education; Information Systems; *Internet; Preservice Teacher Education; Program Development; *Student Journals
IDENTIFIERS- *Reflective Thinking; *Technology Integration; Technology Plans; University of Missouri Columbia

Believing in the importance of learning from field experience and valuing the development of reflective practitioners has led the College of Education, University of Missouri-Columbia to reform its undergraduate teacher education program. Concurrent with the curriculum redesign was an effort to use technology in the service of the new program implementation and in the development of technology using teachers. A significant component of the technology infrastructure was the design of an interactive shared journal system (ISJS) to facilitate the reflective learning process from field experience. In addition to supporting the learning process, ISJS afforded students and faculty the opportunity to communicate with multi-media representations of experience, communicate both asynchronously and synchronously, and have access to a community knowledge-base of experiences. ISJS enables three key processes (access to Internet-based resources, capturing experiences, and sharing experiences) in the context of a community made up of four roles (administrators, mentors, students, and guests). The usage data and student reports suggest, that, while there have been many barriers to usage, ISJS is supporting the reflective learning process, and many faculty and students are increasing their usage and capacity with ISJS. (AEF)

ED 421 176 JC 980 320

McCabe, Robert H., Ed.; Day, Philip R., Jr., Ed.
Developmental Education: A Twenty-First Century Social and Economic Imperative.
PUB DATE- 98
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; *Developmental Studies Programs; Educational Change; Educational Environment; Employment Patterns; Futures (of Society); Program Effectiveness; *Remedial Instruction; *Social Change; Student Characteristics; Technological Advancement; Two Year Colleges; Welfare Services
IDENTIFIERS- College Entrance Examination Board; League for Innovation in the Community College

This monograph addresses developmental education in the 21st Century, identifying the major issues and providing examples of successful developmental programs. The first chapter, "Access and the New America of the Twenty-First Century," emphasizes several changes in American society that have affected access to education and developmental programs. These include the access revolution following World War II, technology, the aging of the population, immigration, poverty, family dynamics, employment, and enrollments in higher education. The second chapter, "Work, the Individual, and the Economy," discusses the changing nature of work and the resulting higher skills needed for employment, and welfare reform. Chapter 3, "What Works in Developmental Education," describes key components for developmental programs and provides several examples of programs that have been successful. Chapter 4, "The Case for Developmental Education in the Twenty-First Century," offers several arguments that support the need for developmental programs. The remaining ten chapters in the monograph contain data and descriptions of exemplary developmental education programs at community colleges throughout the country (Bucks County Community College, Community College of Denver, Delgado Community College, Greenville Technical College, Guilford Technical Community College, Portland Community College, Prince George's Community College, Sandhills Community College, Santa Fe Community College, and Trident Technical College). References are provided at the end of most chapters. (YKH)

ED 421 196 JC 980 345

Arnold, Carolyn L.; Ugale, Rachel
Student Outcomes Report: The Latest Numbers and Recent Trends in Student Success, Withdrawal, Persistence, Degrees/Certificates, and Transfer, Fall 1996.
PUB DATE- 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Associate Degrees; College Graduates; College Outcomes Assessment; College Transfer Students; Community Colleges; *Outcomes of Education; Program Effectiveness; *Statistical Data; Tables (Data); *Trend Analysis; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Chabot College CA

The Chabot College (California) Student Outcomes Report, fall 1996, is a compilation of data and trends in four major areas of the college's student outcomes: (1) course success and withdrawal; (2) persistence; (3) degree and certificate completion; and (4) transfer. These data provide information on all students, according to their status such as new or continuing, full- or part-time, male or female, race-ethnicity, as well as their matriculation and program status. Both overall and detailed student outcome measures are provided. Besides providing the overall success, withdrawal, persistence, graduation, and transfer rates at Chabot, the information in this report is used to identify the groups of students who are having the most difficulty in progressing toward their educational goals, and to highlight some of the campus programs that support student progress and success. Since this information covers the years before and after the quarter-to-semester conversion at Chabot College, the data can be used as the semester baseline level from which to monitor and evaluate outcomes in the future. The report contains numerous data charts and tables, and includes an appendix of methods and definitions. (AS)

ED 421 139   IR 018 859

Lohr, Linda
Using ADDIE To Design a Web-Based Training Interface.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794. Figures are illegible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Interfaces; Computer System Design; Elementary Secondary Education; Higher Education; *Instructional Design; Learner Controlled Instruction; Models; Navigation (Information Systems); *Screen Design (Computers); *Teacher Role; Teaching Methods; *World Wide Web
IDENTIFIERS- *Graphical User Interfaces; Learning Environments; Performance Support Systems

Modeling the functions of a teacher in a computer interface is not a new practice; most computer applications employ electronic performance support systems (EPSS) such as online help, wizards, coaches, and even some forms of artificial intelligence. This paper presents easy-to-implement strategies for increasing learner autonomy by embedding teacher functions within the World Wide Web-based graphical user interface (GUI). The embedded teacher (ET) model proposed in this paper is similar to the butler model, which describes a good interface as performing many of the roles of a good butler (e.g., helping a person enter, exit, and move from room to room). The ET model combines the butler model with core and complementary information zones by recommending that four overall teacher functions be embedded into a GUI: (1) orienting the learner; (2) providing navigational assistance; (3) providing instructional strategies; and (4) providing interactive feedback. Altogether these four elements work to perform the essential tasks of a live teacher. Anticipated questions for each of the four teacher functions are listed. A description is then provided of how each stage of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) was used to address the ET when creating a GUI for a university computer course. (AEF)

ED 421 158 IR 018 878

Tate, Nancy A.
Getting Elementary Educators Caught Up in the Web.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; Computer Uses in Education; Educational Resources; Elementary Education; *Elementary School Teachers; *Faculty Development; *Inservice Teacher Education; Listservs; Teacher Attitudes; Training; Workshops; *World Wide Web

This paper describes the development and implementation of a World Wide Web training session for educators in a local elementary school. A K-12 World Wide Web Educator's listserv proved to be invaluable in obtaining suggestions for Web-based curriculum resources which K-12 educators had reviewed and evaluated. Washburn University's (Topeka, Kansas) computing lab was chosen for the hands-on training. A written reference manual was provided for the teachers to take away with them. Goals of this teacher inservice training were three-fold: (1) to provide background information on the Web and search techniques; (2) to increase the teachers' awareness of the multitude of curriculum resources already available on the Internet for K-6 educators; (3) to have the teachers create a simple Web-based activity using a Web authoring tool. The schedule of events is outlined, and teacher feedback comments and critical success factors are listed. (AEF)

ED 421 177 JC 980 321

Washington Community and Technical Colleges, Academic Year Report, 1996-97.

PUB DATE- 98
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Annual Reports; *Community Colleges; Courses; Diversity (Institutional); Educational Facilities; Educational Objectives; Enrollment Trends; Financial Support; Full Time Equivalency; Full Time Students; Job Training; Outcomes of Education; *School Demography; School Funds; Student Characteristics; Student Financial Aid; *Technical Institutes; Transfer Students; Tuition; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report provides a snapshot of funding, facilities, staffing, and enrollments in the academic year 1996-97. It also describes key measures of student outcomes. The report is broken up into six major sections, which include courses offered, enrollments and student demographics, student progress and success, staff, facilities, and expenditures. Some major findings indicate that the WCTC served 435,390 students in 1996-97, 142,916 of which were full-time equivalent students (FTEs). The student population had more females than males and was significantly more racially diverse than that of the state as a whole. There were 12,071 students enrolled under the Worker Retraining program, and 10,250 Running Start students (high school students enrolled in college at no charge). Nearly half of the FTEs were enrolled for workforce training, while 38% were preparing to transfer to four-year institutions. About one-third of eligible students received financial aid. There were 15,716 state-supported faculty and staff employed at WCTC, and system expenditures totaled more than $625.5 million. Nearly half a billion of that was in a combination of state funds plus tuition collections, and capital appropriations for 1995-97 biennium totaled $117.8 million. The yearly tuition for a WCTC student, $1,401, was nearly equal to that of the national average for two-year colleges. (YKH)

ED 421 197 JC 980 346

Arnold, Carolyn L.
Using National Data Sets To Create Comparable National Statistics for the Student Characteristics and Outcomes in Community Colleges.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.; Association for Institutional Research.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cluster Grouping; College Outcomes Assessment; *Community Colleges; *Comparative Analysis; Data Collection; *Institutional Research; *Peer Institutions; Statistical Analysis; Tables (Data); Two Year Colleges
IDENTIFIERS- Beginning Postsecondary Students Long Study; Chabot College CA; Integrated Postsecondary Education Data System; National Center for Education Statistics

Addressed to institutional researchers, this report from California's Chabot College presents information on National Center for Education Statistics (NCES) data sets. Included is a discussion on how these data sets can be used to create peer groups of U.S. colleges, and to produce statistics on major student variables for each of these groups. Ideas are presented on how to obtain and work with NCES data sets, and what resources are needed in terms of time, hardware, software, supplies, and funds. Three major chapters review the usefulness of two data sets: the Integrated Postsecondary Education Data System (IPEDS) and the Beginning Postsecondary Students Longitudinal Study (BPS). The conclusion summarizes the value and accessibility of these data sets, and helps institutional researchers evaluate whether they have the inclination or resources to work with either of the sets, or if published materials are better alternatives. The report contains 21 tables. The appendices contain lists of IPEDS and BPS variables used, supporting tables, and additional sources of help in using the NCES data sets. (AS)

ED 421 140 IR 018 860

Comer, Priscilla Garrido; Geissler, Colin
A Methodology for Software Evaluation.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Computer Assisted Instruction; *Computer Software Evaluation; *Computer Software Selection; *Courseware; Educational Environment; Educational Objectives; Educational Technology; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Instructional Material Evaluation; Learning Theories

Evaluators of software for education must make a series of decisions about which issues have a direct impact on their choice of software. Instructional context analysis is the first step, including identifying the learners, the instructor, the learning environment, and technical needs and limitations. The next step is instructional goal analysis; in order to define this statement, the evaluator needs to consider views of software (i.e., various taxonomies of software) and learning theory. The following are issues to address when developing and evaluating a personalized software checklist: (1) content, including quality, depth, and tests; (2) interface, including ease of use, navigation, text quality, graphics, and sound; (3) interactivity, including feedback, sequence, and questions; (4) classroom-related issues, including entry level/technical requirements, motivation, backwash, and management; and (5) support, including online and off-line help. (Contains 32 references.) (AEF)

ED 421 159 IR 018 879

Zimmerman, Sara Olin; Greene, Melanie W.

A Five-Year Chronicle: Using Technology in a Teacher Education Program.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Educational Technology; *Electronic Mail; Higher Education; Networks; *Preservice Teacher Education; Program Development; Student Teachers; Teacher Attitudes; Technology Education
IDENTIFIERS- *Appalachian State University NC

A network of electronic mail systems connects universities throughout the United States and several foreign countries. Colleges of education link with public schools to support the student teaching process. Telecommunication tools for collaboration promise benefits for university faculty, student teachers, and cooperating teachers. Appalachian State University (ASU) is one example of an electronic community for the teacher education program founded on the piloting results of earlier studies. This account chronicles the uses of technology in the field experiences of the teacher education program. Initially, e-mail discussions were unstructured and substantiated previous studies which had found that student teachers used technology more for exchange of social and emotional support than exchange of ideas. To encourage more focused discussions via telecommunications, use of listservs were guided by faculty in the following academic year. Critical teaching concepts were targeted for development. During the first two years, cooperating teachers' participation was extremely limited. Individual training and encouragement was given by faculty to increase participation. When surveyed, the majority of the graduates of this program have noted that e-mail and word processing are the two major technological skills they obtained. The cooperating teachers indicated many more areas of technology in which they were competent. Attitudes of these preservice teachers were positive toward technology; the hindrances were listed as (1) limited funds, (2) equipment, and (3) time. With easy access to a network and a true social and instructional community for support, an environment was created for teachers, students and university faculty to grow and explore. Contains 13 references.) (AEF)

ED 421 178 JC 980 322

Ercegovac, Zorana; Yamasaki, Erika
Information Literacy: Search Strategies, Tools & Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Role; *Community Colleges; *Educational Needs; Educational Objectives; Futures (of Society); *Information Literacy; *Information Seeking; *Information Utilization; Search Strategies; Student Needs; Two Year Colleges
IDENTIFIERS- Eric Digests

Information literacy, or the ability to seek and effectively utilize information resources, has become a critical tool in the Information Age. Community colleges, as gateways to higher education, have an important role in equipping students with this ability to access and utilize information. The increasing importance of information skills has brought change to college campuses, as librarians have moved out of their roles as custodians of information to become primary instructors of research and critical thinking skills. An abundance of resource materials has also emerged to help librarians and faculty teach these essential tools. One recently developed aid is the Information Literacy: Search Strategies, Tools & Resources (ST&R) program. Designed to enable students to become self-sustained seekers and users of information sources and digital libraries, the program takes a user-centered perspective and focuses on the intellectual aspects of locating, evaluating, interpreting, and communicating information. The program offers exercises, glossaries, and other resources related to information use, and allows students to connect automatically to electronic resources for practice. Finally, ST&R is flexible, makes use of research from wide-ranging fields, and is scalable to adapt to students with varying academic abilities. (Contains 11 references.) (BCY)

ED 421 198 JC 980 347

Arnold, Carolyn L.; Ugale, Rachel
Student Satisfaction Survey, Fall 1997.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Educational Research; Enrollment; Institutional Evaluation; *Needs Assessment; *Participant Satisfaction; *Statistical Data; *Student Attitudes; Student Characteristics; *Student Surveys; Success; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- Chabot College CA

This Chabot College (California) Student Satisfaction Survey sampled 1,149 students in 59 course sections. Conducted in fall 1997, the five-page survey focused on the following factors: educational goals and reasons for attending Chabot, satisfaction with the college and its facilities and services, campus safety, campus climate, course registration and scheduling, level of involvement in Chabot activities, studying and majors, and degree of conflict between studies and other pressures. The first section of the report describes the background and survey methodology used, and summarizes survey results. The second section highlights student responses, including income and family status, and discusses major changes between fall 1995 and fall 1997 survey results. The third section furnishes student enrollment status and demographic information, and the fourth section consists of detailed student responses. Data tables and charts are included throughout the report. Appended are student comments about Chabot College and the survey, as well as a copy of the survey itself. (EMH)

ED 421 141 IR 018 861

Carlson, Patricia A.
Teacher-Driven Design of Educational Software.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; Computer Software Evaluation; *Courseware; Design Requirements; Educational Technology; Evaluation Criteria; Formative Evaluation; High Schools; Holistic Approach; *Instructional Effectiveness; Models; Secondary School Teachers; *Teacher Role

IDENTIFIERS- Learning Environments; Problem Based Learning

This paper reflects on the author's participation in two government-sponsored educational software development projects that used a holistic design paradigm in which classroom formative assessment and teacher input played a critical role in the development process. The two project were: R-WISE (Reading and Writing in a Supportive Environment)--a learning environment to teach writing at the ninth and tenth grade level, and BioBLAST (Better Learning through Adventure, Simulations, and Telecommunication)--a content-rich learning environment that mirrors research being carried out at several NASA centers. In both projects, high school teachers were part of the design team from the beginning, and both alpha and beta versions were field-tested in classrooms. Characteristics that classroom experts believe should be instantiated in truly effective educational software are described. Features that enhance the teacher's effectiveness in the learning process by allowing them to become mentors and facilitators include: developing bridging activities for clarifying and reinforcing concepts; using "artifacts" to foster learning; and sustaining the sense of a community for scientific inquiry. Features that encourage students to become active participants in problem-based learning include: improved strategies for inquiry; enhanced communication and publishing competencies; and increased understanding of the relationship between information manipulation and concept formation. (AEF)

ED 421 160 IR 018 880

Davis, Niki
Developing Telecommunications within European Teacher Education: Progress, Plans, and Policy.

PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; Course Content; Electronic Mail; Foreign Countries; Higher Education; Instructional Development; Internet; Language Teachers; Mathematics Teachers; Professional Development; Science Teachers; *Teacher Education; Technology Education; *Telecommunications; *Teleconferencing; Training; World Wide Web
IDENTIFIERS- *Europe

Teacher training is high on the priorities of the European Commission. One action has been to fund three Telematics projects that focus on telematics and teacher training within the Telematics Application Program. This paper is part of the work of the T3 (Telematics for Teacher Training) project which is coordinated from the University of Exeter. The T3 project focuses on the establishment of communities of teachers in four discipline areas: (1) mathematics, (2) science, (3) languages, and (4) technology. T3 uses two complimentary channels of telecommunications: Internet applications including World Wide Web, e-mail and computer conferencing, and ISDN applications, particularly point-to-point enhanced video conferencing. Describes resources for science teacher (Euroturtle environmental Web site, preservice for biology student teachers, and teaching environmental education) and courses for teacher educators (collaborative professional development, online service to teachers in schools, and modular course for advanced students). Successes and problems and future developments of the T3 project are discussed. (Contains 21 references.) (AEF)

ED 421 179 JC 980 323

Yee, Jennifer Agnes
Forces Motivating Institutional Reform. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Agents; Change Strategies; *College Faculty; *Community Colleges; Competition; Curriculum Development; Diversity (Institutional); *Educational Change; Educational Legislation; Educational Technology; International Relations; Job Training; Organizational Change; Outcome Based Education; School Funds; Social Change; Teaching Methods; Technological Advancement; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest provides an overview of forces, both internal and external, driving change on community college campuses. External agents of change are: (1) societal needs and expectations, which are shifting toward multicultural diversity; (2) international competition, requiring that workers be highly skilled in adapting to international cultures; (3) educational competition, urging community colleges to contend with the private education sector in providing workforce training; (4) technological developments and the need for students to gain technological literacy; (5) legislative action that alters educational policies and practices; and (6) funding, with trimmed budgets and decreased public investment in education at the same level. forces include (1) changing academic values, with an emphasis on outcomes-based learning; (2) faculty, and the increasing importance of their relationships with students; and (3) a curricular reform that values multiculturalism. Though change is inevitable, providing accessible, quality education remains the unified goal of all community colleges. (Contains 12 references.) (YKH)

ED 421 199 JC 980 348

Stylistic Considerations in Writing Course Outlines of Record.
Adopted Spring 1998.

PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Articulation (Education); *College Curriculum; *Community Colleges; Course Content; *Course Descriptions; Curriculum Development; State Curriculum Guides; State Regulation; State Standards; Two Year Colleges

This report recommends good practices for writing a course outline of record that meets Title 5 regulations as well as the expectations of a college's external constituents. Topics covered include: (1) Catalog Description, a brief account of course content; (2) Class Schedule Description, an abbreviated version of the catalog description; (3) Need/Justification, a section that states that the course meets the need criterion set forth in the Curriculum Standards Handbook; (4) Objectives/Student Outcomes, a section that conveys the learning outcomes expected of students; (5) Prerequisite Skills, a list of skills needed to enter the course; (6) Course Content, an outline detailing the topics covered; (7) Assignments, Methods of Instruction and Evaluation, a list of required assignments, instructional methodology, and evaluation criteria; and (8) Texts and Instructional Materials, a complete reference of texts and instructional materials. (EMH)

ED 421 200 JC 980 349

Program Discontinuance: A Faculty Perspective. Adopted Spring 1998.

PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Administration; *Community Colleges; Curriculum Problems; Educational Assessment; Educational Change; *Educational Legislation; *Educational Policy; Faculty College Relationship; Governance; *Government School Relationship; Program Evaluation; *Program Termination; Two Year Colleges
IDENTIFIERS- California

Developed by the Academic Senate Educational Policies Committee, this document focuses on program discontinuance issues faced by local academic senates. Addressed foremost is the need to identify key factors for developing a fair, equitable, and faculty-driven program discontinuance process. Although college districts are required by current regulations and statutes to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs, most districts do not have a process agreed upon by the local academic senate and the board. Rather, programs have been terminated using singular approaches that have been inconsistent. Because of the lack of agreed-upon processes, the Academic Senate has passed two resolutions, S94 8.5 and S96 9.0, both of which are described. The current regulation and statute also are discussed, as are the roles of local academic senates, effects on students, the need to balance the college curriculum, educational and budget planning issues, collective bargaining concerns, and considerations when developing a local model. The conclusion contains a set of recommendations to local senates on key factors required for effective participation in the program discontinuance process and suggestions for regulation changes. (AS)

ED 421 201 JC 980 350

Good Practices for Course Approval Processes. Adopted Spring 1998.

PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *College Curriculum; College Faculty; *Community Colleges; *Curriculum Development; Educational Change; *Educational Legislation; Educational Objectives; *Educational Policy; Guidelines; State Curriculum Guides; Two Year Colleges
IDENTIFIERS- Carnegie Unit

This report makes recommendations to create specific categories and approval processes for special topic courses, experimental courses, an expedited process for courses with imminent need for approval, and independent study courses. Further recommendations are made for policies and practices related to the Carnegie Unit, the relationship between hours of student work and units earned: (1) create separate standards and procedures for determining student units and faculty load; (2) establish standards for granting Carnegie Units to courses based on performance criteria; and (3) assure that the board policy establishes expectations for the unit/hour relationship but maintains flexibility. Guidelines also are suggested to streamline the workload of curriculum committee meetings. These guidelines include a full review for substantive curriculum changes, approval on the consent agenda for minor changes, and information-only status for technical changes. (EMH)

ED 421 202 JC 980 351

Lewis, Carol Swain
When the Self-Study Document Is Complete...A Logical Approach to the Team Resource Room Using the Quick Referencing Form.

PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); College Administration; Community Colleges; *Educational Planning; *Institutional Evaluation; School Effectiveness; School Organization; School Visitation; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Three Rivers Community College MO

Three Rivers Community College (TRCC) in Missouri began its self-study process in January of 1995. Within the next two and a half years, when the comprehensive evaluation visit took place, the steering committee, the coordinator, and the vice president/dean of academic affairs produced a self-study that gained continued accreditation for TRCC and ensured that the college would remain a vital component of the community it serves. This paper documents the self-study process, from its inception, through its organization and refinement, to the completion of the self-study report. A preliminary outline for the TRCC self-study was developed before the first steering committee meeting, and this outline served as the means by which subcommittees were organized. This initial outline also provided a kind of "North Star" that guided the self-study. As the steering committee achieved more sophisticated levels of understanding of the process, and of various aspects of the workings of the institution, the document was refined, reflecting this awareness. Guidelines by the North Central Association on preparing a self-study document proved invaluable to the TRCC project, particularly the Patterns of Evidence, and TRCC developed its own "Quick Reference Forms" that preceded each chapter in the document. (EMH)

ED 421 142 IR 018 862

Stanbrough, Mark; Stinson, Bill
Developing a Customized Teaching Assessment Software Instrument.
PUB DATE- 98
NOTE- 5p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794. Figures are illegible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software Development; *Computer Uses in Education; Evaluation Methods; Instructional Effectiveness; Instructional Improvement; Screen Design (Computers); *Teacher Evaluation; Teaching Methods; Time on Task

The goal of this project was to develop customized teaching analysis software that would accurately measure recorded teaching behaviors and communicate useful results quickly to the observed teacher with the goal of improving teacher performance. A computer software program, "The Evaluator," was developed that uses a Windows interface programmed in Visual Basic language. It was designed to effectively measure time on task behaviors as well as frequency of teacher related behaviors. "The Evaluator" allows collection of data for any observable behavior that can be timed, counted, or commented on. The opening format has four sections (evaluation forms, online evaluation, evaluation data, reports), each containing a help portion to assist in performing the functions of that section. The program is designed to print reports, charts, and graphs for immediate feedback. Evaluators using this program are able to use their time more efficiently, primarily after the evaluation is complete, for counseling the individuals. (AEF)

Akahori, Kanji
Effectiveness and Some Problems of the Internet Utilization to Education from Overview of School Practice in Japan.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Cooperative Learning; *Educational Change; *Educational Development; Educational Technology; Elementary Secondary Education; Foreign Countries; Internet
IDENTIFIERS- Connectivity; *Japan; *Technology Integration; Technology Plans

The 100-school networking project began in Japan in 1993, sponsored by MITI (Ministry of International Trade and Industry and Ministry of Education). The features of this project can be summarized as follows: (1) one server computer per school; (2) supported by government organization or quasi government organization; (3) supported by local volunteer groups including company engineers; and (4) a voluntary activity plan proposed by each school. The impact of the project on schools, applications, benefits and problems are discussed in this paper in terms of: connection of school to real world; introduction of wide area collaborative learning; change from memory-based teaching to problem-based learning; change of teacher's role; change of communicating skills and computer literacy; establishment of social rules and manners; filtering harmful information; linkage to school curriculum; reducing computer teachers' load on network maintenance; enrichment of school learning environment; Internet-based evaluation methods; and self-establishment by communicating to the real world. (AEF)

ED 421 180   JC 980 324

Keup, Jennifer Rinella
Using Technology in Remedial Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Basic Skills; *Community Colleges; Comparative Analysis; *Computer Assisted Instruction; Foreign Countries; Program Implementation; *Remedial Instruction; Remedial Programs; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- ERIC Digests

This digest discusses two specific computer-aided instruction systems used in two-year colleges in the United States and Canada, and addresses critical points regarding system implementation in remedial education programs. As developed in the Nova Scotia Community College System in Canada, the INVEST computer system provides literacy-based instruction, adult basic education, and General Education Development (GED) Exam preparation. Pre-tests and post-tests determine the students' level of study. The INVEST system resulted in students having a greater increase in their mathematics achievement than those who underwent traditional teaching, but the increase in reading skills was not significant between the two groups. Project SYNERGY, instituted at Miami-Dade Community College (Florida), integrates a Windows-driven access module for the student with a command module for the instructor. This allows for a variety of activities that facilitate student-teacher interaction. General observations on computer-assisted remedial instruction are that the role of the instructor easily may be changed to that of the facilitator, and that collaborative learning is critical. The digest also describes certain student, faculty, and institutional traits that facilitate the success of computer-assisted remedial programs. (YKH)

ED 421 143 IR 018 863

Jackson, Sally; Brent, Wayne

Supporting Planful Teaching: Embedding Instructional Design in Ongoing Assessment.

PUB DATE- 98

NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; Educational Change; Educational Planning; Educational Resources; Higher Education; Information Dissemination; *Instructional Design; Instructional Development; *Online Systems; *World Wide Web

IDENTIFIERS- *Course Development; Teacher Needs; University of Arizona; *Web Sites

As the University of Arizona implemented its curriculum reform initiative, faculty became much more planful about their teaching, but also much more demanding of credible advice about instruction. Faculty make sometimes paradoxical demands in these circumstances: demands for tools that make it easy to do new things, and demands that these tools be accompanied by documentation of their effectiveness that can only be obtained after the tools are put to use. In order to respond to these demands, the main strategy was to build a learning community among faculty, using an online instructional support system, POLIS (Project for On-Line Instructional Support), both as a platform for dissemination of new ideas about teaching and learning and as a device for continuous collection of data on strategies and outcomes. The current version of the system is available on the World Wide Web; it is both a production site for University of Arizona courses and a demonstration site for public use. It is a Web course construction kit that allows instructors to build a course on the Web for immediate delivery to students over the Web. This paper describes POLIS, how POLIS disseminates advice about teaching, and how POLIS gathers data on teaching and learning. Contains 11 references. (AEF)

ED 421 162 IR 018 882

Maney, J. Kevin; Brooks, Douglas M.; Perry, Bruce E.
Using Telecommunity To Develop a K-16 Approach to Education Technology Adoption.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington,

DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperative Programs; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; *Partnerships in Education; *Professional Development; State Aid; *State Programs; *Teacher Education
IDENTIFIERS- *Ohio; Technology Integration

In the state of Ohio, three current state technology initiatives, SchoolNet, SchoolNet Plus, and Telecommunity have been funded. It is critical that schools of education and K-12 schools collaborate to develop a K-16 approach to pre- and inservice teacher education in the area of educational technology. The Technology in Education Adoption Model (TEAM) recognizes the importance of this approach to professional development. This paper describes how one successful Ohio SchoolNet prototype, Partners in Learning, located in Oxford, Ohio, has developed a K-16 telecommunity to encourage the adoption of educational technology. In 1990, Partners in Learning was organized by Dr. Douglas Brooks of Miami University, as a community-wide leadership team. This prototype learning community features the application of integrated technologies to: (1) enhance learning systems design; (2) develop an extended learning community; and (3) enable full human resource development through life-long learning. Results of telecommunity development are discussed in terms of access, professional development, and curriculum development. In both the school districts involved, the intermediate level building emerged as the district leader in the full application of telecommunity and the following developmental stages have been identified in the process: installation and access equity; play and interpersonal use; building and district information; individual and team instruction; projects and initiatives management; and interorganizational communications. (AEF)

ED 421 181 JC 980 325

Outcalt, Charles; Rabin, Joel
Responding to Accountability Mandates. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; *Community Colleges; Educational Innovation; Government School Relationship; Program Descriptions; *Self Evaluation (Groups); State Norms; Two Year Colleges
IDENTIFIERS- ERIC Digests

In recent years, community colleges have developed innovative assessment programs to respond to more explicit state guidelines and mandates for greater accountability. In California, for example, the State Assembly began requiring community colleges to address specific educational and fiscal performance issues in assessments in 1989, while state-imposed accountability standards have also been implemented in Florida, New Jersey, and Virginia. Even in states where accountability measures are not mandated, community colleges have recognized the importance of documenting outcomes for maintaining public trust and funding, and many innovative programs have been implemented. At California's Los Rios Community College District, the Student Flow Research Model was developed to integrate external and internal data on the college's service area and enrolled student outcomes. New Jersey's Hudson County Community College recently conducted a comprehensive assessment that was closely articulated with the college's new mission statement. The assessment helped the college determine both how well it was meeting its new mission and how well it contributed to the state's master plan for education. Finally, at Florida's Pensacola Junior College, a long-term assessment program was begun in 1990 that offers flexibility and the ability to incorporate changing goals. Under the plan, institutional effectiveness is measured through 51 broad goals, while respondents are allowed to choose their own indicators. (BCY)

ED 421 144 IR 018 864

Graves, Rick; Barnett, Mardee; Gamble, Yolanda; Kolak, Mike
WeSaySo Case Study: Designing and Implementing a Case Study for Use in an Instructional Design Class.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794. Figures are illegible.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; Computer Uses in Education; Cooperative Planning; Curriculum Development; Educational Technology; Graduate Study; Group Discussion; *Group Dynamics; Higher Education; *Instructional Design; Listservs; Needs Assessment; Teaching Methods; World Wide Web
IDENTIFIERS- Web Sites

A case study was used in an instructional design class to facilitate the transfer of conceptual knowledge to concrete concerns and to aid instructional technology graduate students' understanding of the steps involved in designing, analyzing, and implementing an effective needs analysis. The case study involved real events at fictitious company (WeSaySo Oil and Gas); each team member took on the persona of one of the three employees or a training consultant. A World Wide Web site, e-mail, and a listserv were used to communicate the discussions of fictitious characters in the study; face-to-face brainstorming was conducted at the onset. The use of case studies has advantages and disadvantages. Several modes of learning were made available to the class, including role-playing, debate, game design, lecture and demonstration, individual and group research, and the online case study. The personalities, experiences, and goals of each team member were important to the successful completion of the project. Designing the case study was not an easy task, yet the time spent working through the issues of instructional design helped the team members to understand the steps of instructional design as well as the steps that go into designing curriculum as a team. (AEF)

ED 421 163 IR 018 883

Breuleux, Alain; Laferriere, Therese; Bracewell, Robert
Networked Learning Communities in Teacher Education.
PUB DATE- 98
NOTE- 8p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Uses in Education; *Curriculum Development; *Educational Technology; Foreign Countries; Higher Education; Individualized Instruction; Information Networks; *Professional Development; *Teacher Education; World Wide Web
IDENTIFIERS- *Canada

Faculties in schools of education are challenged to prepare educators for a changing world. In Canada, a growing number of educators are proactive in the face of a networked world. SchoolNet and its educational partners have been instrumental in articulating the possibilities that lie ahead. The individual's need to learn must be met in considerate and meaningful ways. In response to the growing needs for learning and the changing worlds of education, schools of education are working on a converging, vigorous action-research program, based around the TeleLearning Professional Development School (TL.PDS). Three key goals of TL.PDS are presented (with associated practices and findings for each goal): (1) making the discourse on learning and the knowledge about learning more public to sustain a knowledge-based society; (2) developing new knowledge of how telelearning technologies can support sustainable communities of learners; (3) extending opportunities for the professional development of educators through Web-extended institutes and practice. (AEF)

ED 421 182 JC 980 326

Levin, Bernard H.

Community College Mission: A '60s Mission Looking at a Y2K World.

PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (27th, Pine Mountain, GA, August 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; College Administration; *College Planning; College Role; *Community Colleges; Government School Relationship; *Institutional Mission; *Mission Statements; Two Year Colleges

Although the world has changed considerably in the past three decades, community colleges and their guiding missions have largely not adapted to changing conditions. College mission statements tend to be unfocused documents that provide overly broad goals. In the business world, the mission statements of effective companies are brief, crisp, and clear, while even governmental and religious agencies manage to develop mission statements that are more focused and succinct than those of community colleges. The questions for college officials, then, are why their mission statements are so unfocused and what benefits would occur if they were fixed. If vague mission statements are not seen as a significant problem, the use of the statement as a guide to college action is seriously called into question. Another question to address is why current college missions overlap so much with those of the 1960's, when so much has changed since then. Finally, college officials should consider the effects an unfocused mission statement might have on state officials seeking to implement stricter outcomes assessment and performance-based funding. An appendix provides a general education survey developed by the State Council of Higher Education for Virginia, illustrating the increasing emphasis of state officials on the rationale and structure of college programs. (Contains 12 references.) (BCY)

ED 421 203   PS 026 046

Vasconcelos, Teresa
Preschool Education in Portugal: Development, Innovation and Changes--Will We Be Able To Cross the Bridge?
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 12-15, 1997). For related paper, see ED 415 968.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Objectives; *Educational Policy; Educational Principles; Federal Legislation; *Federal Regulation; Foreign Countries; Government Role; *Government School Relationship; *Partnerships in Education; *Preschool Education; *Public Policy
IDENTIFIERS- Portugal

This paper discusses public policies in Portugal that call for partnerships in education to provide preschool education for all children. Preschool education is envisioned as a first step on the path towards a strong, humane society. A new role is foreseen for the State, involving fewer direct services and less bureaucratic administration, but providing more efficient supervision, with a regulating and compensatory role. The role of the Law for Preschool Education and the Plan for Expansion and Development of Preschool Education in defining both the goals of preschool education and the role of curriculum guidelines are discussed. The article notes the creation of an Office for the Expansion and Development of Preschool Education. The importance of teachers and in-service training in improving preschool education is also considered. (JPB)

ED 421 145 IR 018 865

Gibson, Gail M.; Herbert, Michael A.; Sebastian, Joan P.; Mayhew, John C.

Designing a Collaborative Multimedia Course: Culture and School Success.

PUB DATE- 98

NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- American Indian Education; American Indians; Cooperative Planning; Course Content; Curriculum Development; *Distance Education; Educational Technology; Elementary Secondary Education; Group Discussion; Higher Education; *Instructional Design; Instructional Development; Material Development; Multimedia Instruction; *Multimedia Materials; Student Needs; *Teacher Education

IDENTIFIERS- *American Indian Students; *Course Development; University of Utah

As an extension of a graduate program at the University of Utah designed to prepare teachers to work more effectively with American Indian students, a multimedia distance education course entitled "Culture and School Success: Teaching American Indians," was developed. Two major outcomes were identified: to educate a minimum of 350 educational professionals per year in their home communities in best practice interventions for American Indian children and youth in Utah; and to develop and test an innovative technology enhanced model for curriculum development and distance delivery which included cost effectiveness, longevity, and flexibility in its use. To assist in the design process, an instructional designer facilitated a series of large group brainstorming sessions utilizing a systematic approach to the process. Four stages or levels of design were addressed: course parameters, content, scaffolding, and media element design. Themes developed during this process that were used to guide the class design included historical context, self-reflection, student-designed solutions, and evaluation. The end result was an outline listing the elements to be covered in each session. The process will continue with producing the video elements, developing print materials, researching enrichment activities, training facilitators, exploring possible World Wide Web interactions, and designing student activities/projects. (AEF)

ED 421 164 IR 018 884

Powers, Susan M.; Dutt-Doner, Karen M.
Replacing the Tin Can: Creating an Effective Electronic Communication Environment.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Mediated Communication; Computer Uses in Education; Decision Making; Educational Administration; *Educational Planning; Educational Technology; *Electronic Mail; Elementary Secondary Education; Teacher Role

Electronic communication tools may have more in common with the old communication game where tin cans were connected by a string than with traditional classroom communication. The charge is to find ways to make the communication more like, and possibly better, than effective classroom communication. Creating a firm foundation for successful electronic communication must start before the source sends the message. Consideration must be made on whether or not electronic communication tools should be used. If there appears to be an instructional and student need for electronic communication, the next step would be to determine which type of tool would be used to implement an electronic communication system. The next step is also entangled with the previous steps and relates to message creation determine what forms of electronic communication will take place. To implement the electronic discussion, it is necessary to do some preparation in order to assure effectiveness. Participants must be trained on the various uses of the technology and given guidelines or principles related to the use of the electronic communication. Then, provide training and information on the proper, ethical use of the communication tools and determine faculty role of management and facilitation. By carefully planning for electronic communication, much as other parts of a class are planned, a beneficial environment can be more assured. (AEF)

ED 421 183   JC 980 327

Levin, Bernard H.
Where We're Going--What We Know about the World Past Y2K.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (27th, Pine Mountain, GA, August 2-5, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Demography; *Educational Trends; *Futures (Of Society); Income; Minority Groups; *Population Trends; Poverty; Trend Analysis; Two Year Colleges

An analysis of economic, social, and demographic trends can shed light on how two-year colleges and other social institutions will be affected in the future. According to census data, the percentage of children living with one parent increased from 12% in 1974 to 27% in 1994, while the percentage of households without married couples is projected to increase faster than other types of households in the future. In addition, more people will probably be living alone, while the percentage of the population in correctional facilities is expected to continue to increase. The disparity in income between Whites and Blacks and Hispanics also is expected to continue to increase, which will challenge the traditional community college mission. This situation may worsen as welfare reform takes effect, with an increasing proportion of the population having little in common with the traditional middle class. With respect to race, by the year 2005 Hispanics are expected to constitute the largest minority in the United States. The median age of the country's population will increase by 27.5% from 1980 to the year 2000, a trend which has tremendous implications for academic curricula and the continuing education function of community colleges. Community colleges, which disproportionately serve the poor and minority communities, can expect even greater difficulties if these trends prevail. (Contains 12 references.) (BCY)

ED 421 204 PS 026 277

Alaska Foster Parent Handbook.
PUB DATE- 98
NOTE- 71p.; Written by the Alaska Foster Parent Training Center. For 1989 edition, see ED 317 263.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Certification; Child Health; Child Welfare; Financial Support; *Foster Care; *Foster Family; Legal Responsibility; Parent Materials; *Parenting Skills; *State Programs
IDENTIFIERS- Alaska; Family of Origin

This handbook from the Division of Family and Youth Services in Alaska outlines the policies and guidelines of the division regarding foster care and offers support to foster parents in their journey as a foster family. The handbook's chapters are: (1) "Introduction to Foster Parenting"; (2) "When a Child Arrives, When a Child Leaves"; (3) "Daily Living"; (4) "Emergencies and Changes in Your Home"; (5) "Financial Matters"; (6) "Medical Care"; (7) "Health and Safety"; (8) "Positive Parenting"; (9) "A Child's Birth Family/Relative Foster Care"; (10) "Licensing"; (11) "Specializations"; (12) "Case Planning/Legal Considerations"; and (13) "Foster Care Resources." Includes a glossary of terms. (EV)

ED 421 146 IR 018 866

Last, David A.; O'Donnell, Angela M.; Kelly, Anthony E.
Using Hypermedia: Effects of Prior Knowledge and Goal Strength.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Computer Attitudes; *Goal Orientation; Higher Education; *Hypermedia; *Instructional Design; Interviews; Multimedia Materials; Navigation (Information Systems); *Prior Learning; *Student Attitudes; Undergraduate Students

The influences of a student's prior knowledge and desired goal on the difficulties and benefits associated with using hypertext were examined in this study. Participants, 12 students from an undergraduate course in educational psychology, were assigned to either the low or high prior knowledge category. Within these two groups, subjects were randomly separated into strong and weak accomplishment goals. Students used the SKEIM program (a hierarchically structured hypermedia system) to accomplish their goals. After completing the tasks, students were interviewed. The first part of the interview involved questions related to feelings about use of the program in general. Students were then shown every step they made using SKEIM, and the researcher asked questions about the student's immediate goal or purpose at each branching point. Results showed that students tended to have more than just a cognitive reaction when learning from hypertext. High levels of anxiety were common for the low prior knowledge students, especially when required to perform a specific learning task. Implications are that hypermedia design aspects, in interaction with specific individual characteristics such as prior knowledge and goals, can promote negative affect which is non-productive for learning. Findings suggest that educational software developers should consider features of the audience before committing to a method of instructional delivery. (AEF)

ED 421 165 IR 018 885

Hrabe, M. Elizabeth; Adamy, Peter H.; Milman, Natalie B.; Washington, Lisa A.; Howard, Lori A.

Curry CONNECT: How Online Discourse Creates Community for Education Students.

PUB DATE- 98

NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Cooperative Learning; *Group Discussion; Higher Education; Online Systems; Student Motivation; *Teacher Education; *World Wide Web

IDENTIFIERS- Connectivity; *University of Virginia

This paper reports on the Curry CONNECT project at the University of Virginia, a Web-based discussion group that links preservice teachers with graduate inservice teachers and apprenticing administrators. Using content, survey, and interview data collected from the discussion postings and student feedback, a qualitative analysis is presented, examining the nature of the participant discourse as it evolved over the semester. In particular, the following questions are considered: Does the evolving discourse reflect the growth of a shared community of understanding among the participants? How does the motivation for participation affect the discourse and the development of a sense of a collaborative community? The following categories were determined to be important indicators that described a sense of participating in a shared community: motivation for participation which is primarily internal; awareness of the social context of the discussion group and perception of other participants as peer members; and the ability to acknowledge and appreciate multiple perspectives. (AEF)

ED 421 184 JC 980 329

McCain, Anita K.; Hine, Terry; Wolfertz, Joanne

Educational Outcomes and Competencies across the Curriculum.

PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Allied Health Occupations Education; *College Outcomes Assessment; *Core Curriculum; *General Education; *Minimum Competencies; Outcomes of Education; Program Effectiveness; *Self Evaluation (Groups); Two Year Colleges

As part of an effort to evaluate college effectiveness and ensure student academic achievement, St. Vincent's College, a small two-year health science college in Bridgeport, Connecticut, formed a task force to develop general education outcomes across the curriculum. The college's general education core curriculum consists of 25 credits, including classes in English composition, mathematics, psychology, sociology, ethics, religious studies, physical/biological sciences, and a humanities elective. The task force determined that students completing the core should possess basic communication, math, research, and critical thinking skills; an appreciation of the humanities and of society; a knowledge of scientific principles; and ethics and values. The task force then developed competencies for each of these outcomes using a modified DACUM process. Finally, through surveys and reviews of syllabi and exams, the task force determined that competency-based learning experiences were being provided across the curriculum at the college. Based on task force results, appropriate instruments could then be developed to measure outcomes. Two appended tables present the DACUM Matrix of Curriculum Outcomes developed by the task force and a list of outcomes and competencies across the curriculum, showing the nursing, radiography, and general education courses that teach each competency. (BCY)

ED 421 205 PS 026 559

Bigler, Rebecca S.
The Development of Social Stereotyping in Children.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Child Development; Children; Cognitive Development; *Individual Development; Moral Development; *Racial Bias; Social Attitudes; Social Bias; Stereotypes

This paper discusses a theory of the formation of social stereotyping and prejudice in children. This intergroup-developmental theory of prejudice has three primary goals: to account for the development of stereotyping and prejudice across multiple domains; to provide a developmental account of social stereotyping, outlining how developmental constraints on children's cognitive skills affect their construction of social categories and their meaning; and to describe the possible interaction of organismic and environmental factors in explaining the origins and developmental path of social stereotyping. The paper describes the methodological paradigm for experimental testing of this theory, as well as relevant observations within this paradigm conducted with children ages 6 to 11 years from a summer school program. The paper also discusses four environmental and group characteristics that have been shown experimentally to be relevant to racial stereotyping: functional use, perceptual salience, minority status, and the presence of group-to-attribute links. The interaction of these factors is also considered. Contains 14 references. (JPB)

ED 421 147 IR 018 867

Van Belle, Guy c. Jules; Soetaert, Ronald
Breakdown into the Virtual: User-Involved Design, and Learning.
PUB DATE- 98
NOTE- 9p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Design Requirements; *Educational Development; *Educational Technology; Educational Trends; Foreign Countries; Higher Education; Instructional Design; Program Development; Research and Development; Science and Society; *User Needs (Information); World Wide Web
IDENTIFIERS- Belgium

This paper poses several questions as an introduction to examining educational technology and development. These include: "How Hard Is the Science?"; "How Human Are the Arts?"; "How Literate Are Martians?"; "From Data to Wisdom, Will the Real Hologram Stand Up?"; "From Wisdom to Creativity, Can I Have Another Piece of Teacher?"; "Panic Design and Positive Breakdown"; and "Open That Can of Software, Waiter." It then goes on to discuss the concept of user-involved design, a set of cooperative and participation techniques for coping with current field problems in education, from the organizational, technological, and socio-cultural point of view. The paper concludes by describing three projects being carried out in Flanders: (1) the development of a CD-ROM about multicultural childcare; (2) participation in the development of a virtual center on the World Wide Web for a European project called T3 (Telematics for Teacher Training); and (3) the creation of a Web-based course on cultural literacy at the University of Ghent. (Contains 15 references.) (AEF)

ED 421 166 IR 018 886

Bronack, Stephen C.; Kilbane, Clare R.

CaseNET: Teaching Decisions via a Web-Based Learning Environment.

PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; Critical Thinking; Decision Making; Educational Environment; Educational Technology; Evaluation Methods; Group Discussion; Higher Education; Problem Solving; *Professional Development; Student Motivation; Teaching Methods; *World Wide Web

CaseNET is a Web-based learning environment where teachers utilize the latest technologies to form communities of professionals who hone their decision making skills via "slice-of-life" cases. Students involved with CaseNET physically meet during regularly scheduled times at a designated site. Each site is staffed with an instructor, or team of instructors who use case methodology to guide the students' participation. The online component of CaseNET is comprised of the cases, discussion groups, journals and reference materials. Reflection encourages teachers to think like professionals through an increased power to reason. Problem-solving in this capacity is a direct result of teachers thinking about teaching as a composite activity involving issues, perspectives, and possible courses of action, and making decisions based upon the best perceived consequences. What emerges from this view of reflective problem-solving is the five-step process for analyzing cases around which CaseNET is centered. The steps in this process include: perceiving issues, problems, dilemmas, and opportunities; recognizing values and perspectives that drive actions; applying appropriate knowledge; suggesting an action one might take; and examining the possible consequences. (Contains 18 references.) (AEF)

ED 421 185   JC 980 330

Easterling, Douglas N.; Patten, Joan E.; Krile, Donna J.
Patterns of Progress: Student Persistence Isn't Always Where You Expect It.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College English; College Mathematics; Community Colleges; *Developmental Studies Programs; High Risk Students; Outcomes of Education; Program Effectiveness; *Remedial Programs; School Holding Power; Student Characteristics; Tables (Data); *Two Year College Students; Two Year Colleges
IDENTIFIERS- Sinclair Community College OH

In an effort to assess the effectiveness of its developmental studies program, Sinclair Community College in Dayton, Ohio undertook a study of first-time college students who began their studies at the college in Fall 1991. The study sought to determine the relationship between level of remediation and retention, college-level English or math course completion, and degree completion. All 2,817 students in the Fall 1991 cohort were assigned to high, medium, low, and no risk remediation groups. Results indicate that after three terms only 44% of the no risk students remained enrolled in comparison to 58% to 69% of the students in high, medium, and low remediation groups. Also, a larger percentage of students who enrolled in remedial courses successfully completed initial college-level courses in English and math within three years than students in the no risk group. The one area in which no risk students achieved greater success than at-risk students was degree completion rates. The study concludes that the additional support at-risk students receive to overcome academic deficiencies helps them achieve a greater degree of academic integration than is achieved by no risk students. An appendix includes data tables representing results from student cohorts between Fall 1989 and Fall 1996. (AS)

ED 421 206 PS 026 616

Gaillard, Janis James
Managing Preschool with HIV: A Teacher's Experience with a Family in Crisis.

PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Development; Disabilities; Family School Relationship; Parent School Relationship; Parent Teacher Cooperation; Personal Narratives; *Preschool Children; Preschool Education; *Preschool Teachers; *Student Adjustment

The presence of HIV-positive children in preschool and day care programs is becoming more widespread as medical research discovers new drugs to combat the disease. This paper examines one child's experience in his first 3 years of school in the Bronx, New York. The paper begins with a description of how teachers are becoming more aware of children with HIV in their programs as parents' concerns about their child's school experience take precedence over privacy concerns, and as parents need an understanding person to confide in regarding their child's condition. Statistics on the number of pediatric AIDS cases in the Bronx are presented. The paper maintains that preschool educators must be prepared for the inclusion of HIV-positive children because these children have the legal right to attend. The experiences of Darren, a child who contracted HIV perinatally, are presented. The focus of the presentation is on his mother's efforts to collaborate with administration and teachers to ensure quality care for her son, her openness about her son's illness and her own lifestyle, his adjustment to preschool, his development and knowledge about his illness, and his preschool and kindergarten experiences. The paper includes recommendations for teachers regarding preschool activities and handling first aid situations. The report concludes that teachers need to receive accurate information about HIV and AIDS and that when teachers become comfortable about having a child with HIV in their class, they can proceed in a normal fashion. (Contains 9 references.) (KB)

ED 421 148 IR 018 868

Gershner, Vera T.; Snider, Sharla L.
Classroom Internet Integration: A Collaborative Adventure.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; *Curriculum Development; Educational Technology; Elementary Secondary Education; Higher Education; *Internet; *Partnerships in Education; *Professional Development; Program Implementation; Rural Areas; School Districts; Teacher Education; Training
IDENTIFIERS- *Technology Integration; Texas Womans University

The Community Collaborative Professional Development Center (CCPDC) coordinates the preservice teacher-training efforts of Texas Woman's University (TWU) by linking teacher educators with school districts which provide field placements for students and community business partners. The CCPDC includes 11 school districts that provide field training sites for hundreds of TWU preservice teachers. The CCPDC has developed a collaborative project to integrate the use of the Internet into participating schools. The Classroom Internet Integration Project extends through K-12, and in all content areas, to address the needs of teachers in the Aubrey Independent School District (AISD), a rural district with limited local resources. The Ysleta Independent School District (YISD) partners with the AISD in developing and evaluating project activities. This paper discusses: (1) the Classroom Internet Integration Project partners, including school districts, TWU, and the Corporation for Public Broadcasting; (2) structure of the integration program, including tasks and teacher groups; (3) implementation, including curriculum development, design teams, and technology utilization; and (4) implications for technology in teacher education. (AEF)

ED 421 167 IR 018 887

Parmley, John D.; Hutchinson, Art; Parmley, Scott C.
Lessons Learned from National Park Service Electronic Visitors: Implications for K-12 Classrooms and Teachers.
PUB DATE- 98
NOTE- 7p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Computer Oriented Programs; Computer System Design; *Computer Uses in Education; Cooperative Learning; Cultural Awareness; Elementary Secondary Education; Information Services; Information Technology; Multimedia Materials; National Parks; *World Wide Web
IDENTIFIERS- *Web Sites

During the early 1990s, Art Hutchinson, in his role as Park Ranger and Coordinator of Education/School Services at Mesa Verde (Colorado), was exploring possible applications of the early digital information and multimedia technologies. The goal was to provide new experiences for Park visitors on-site as well as for students across the Four Corners region. The authors spent considerable time examining the impact of emerging technologies on Mesa Verde National Parks and related sites. In the summer months of 1995, the National Park Service's Hovenweep National Monument and Kansas State University (KSU) decided to launch the development of a multi-page Web site to provide additional services to visitors. The appearance of the Web site was to reflect the look and feel of the cultural artifacts preserved within the Hovenweep National Monument. Specifically, the design for the Web site not only addressed the subject or primary content of the Monument, but also, reflected that primary content through graphics. The initial plan for the site included the following features: historical information, discussion of the various villages within the Monument, the location of the Monument, other important visitor information items, a link to the National Park Service Web site, a Guest Book designed to provide an opportunity for visitor feedback, and a center for links to other regional and/or related Web sites. Application of lessons from Hovenweep to K-12 settings and teacher education are discussed. (AEF)

ED 421 186 JC 980 331

Data and Characteristics of the Illinois Public Community College System.
PUB DATE- 98
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; College Programs; *Community Colleges; Construction Programs; Educational Facilities; Educational Finance; Enrollment; Financial Support; Full Time Equivalency; *Institutional Characteristics; *Public Colleges; School Personnel; State Surveys; *Student Characteristics; Tables (Data); *Teacher Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Illinois Community College System; Staff Characteristics

This report presents data on the Illinois public community colleges for Fiscal Year 1997 and Fall 1997 (FY 1998) regarding the system's students, faculty, staff, instructional programs, operating finances and capital construction on the state's forty public campuses. Following a brief introduction providing a profile of the colleges and a map of the college districts, section I presents tables showing student characteristics, including headcount data for fall 1997 by sex and full-/part-time status, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status. This section also offers information on proportion of district populations served, community education enrollments, and headcount and full-time equivalent data for fall 1988 through fall 1997. Section II contains data on faculty and staff, including information on the sex and full-/part-time status of instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1997. Average base salaries for FY 1998 and average class types and size are also detailed. Section III presents program enrollment and completion data for 1997, including unduplicated headcount enrollments by sex, program classification, academic program, age, ethnic origin, highest previous degree, degrees awarded, adult certificates awarded, and annual duplicated completers by program by college. Section IV contains financial data on apportionment, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V provides data on facilities and college instruction. (AS)

ED 421 207 PS 026 617

Lowden, Frances Y.

Implications of a Study of the Child-Rearing Practices of Mothers of School-Based Competent Kindergartners Who Are Characterized as At-Risk.

PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual International Conference and Exhibition of the Association for Childhood Education International (Tampa, FL, April 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *At Risk Persons; Black Family; Family Environment; Home Instruction; Inner City; Kindergarten; *Kindergarten Children; Literacy; Literacy Education; *Mothers; Parent Participation; Parent Role; Parent School Relationship; Parent Teacher Cooperation; *Parents As Teachers; Primary Education; Racial Bias; Reading Skills

This study examined the child-rearing practices of 28 mothers of at-risk, school-based competent kindergarten students. The study investigated the role of home curriculum and learning in the success of the at-risk children. The mothers were interviewed regarding the nature of the home learning environment, the quantity of television viewed, the mother's involvement in formal education and the development of her child's positive self concept, parenting style, and social networks. The mother's emphasis on literacy skills is stressed as a factor in these children's success. Implications of the findings for parent school cooperation are considered. The findings are also considered in regard to countering stereotypes about black, inner city families. (Author/JPB)

ED 421 149   IR 018 869

Nunn, Jacqueline A.; McPherson, Sarah; Rust, William D., IV
Preparing Teachers for School-Based Technology Leadership.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Computer Literacy; Computer Uses in Education; Cooperative Programs; *Educational Technology; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Leadership; Masters Programs; Program Development; *School Based Management; School Districts; Teacher Competencies; *Teacher Education
IDENTIFIERS- Baltimore County Public Schools MD; Johns Hopkins University MD; Technology Integration

This paper describes a partnership developed between the Baltimore County Public Schools and Johns Hopkins University. The purpose of the partnership was to train teachers to become school-based leaders in technology through a 36-credit graduate program in Technology for Educators. The paper is divided into the following sections: (1) the partner institutions; (2) the development of a collaborative cohort; (3) competencies; (4) key elements of the partnership, including selection of candidates, role of principals and school improvement teams, and applied projects; (4) implementation strategies that worked; and (5) challenges to anticipate. A table lists core competencies for school-based technology leadership in three areas: technology planning, instructional leadership, and change and program evaluation. (AEF)

ED 421 168   IR 018 888

Galloway, Gary M.
A Model of Internet Usage for Course Delivery.
PUB DATE- 98
NOTE- 6p.; In: "SITE 98: Society for Information Technology & Teacher Education International Conference (9th, Washington, DC, March 10-14, 1998). Proceedings"; see IR 018 794.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Conventional Instruction; Distance Education; Electronic Mail; Higher Education; *Internet; Nontraditional Education; *Teacher Education; Teaching Methods; Teaching Models

To improve teacher training, a model was developed to summarize and categorize teachers' levels of current and future Internet usage in teaching. This model was intended to prepare teacher educators to help inservice teachers learn to use the Internet to support their courses. Three levels are determined by how the Internet is used educationally by teachers. This three-level model is derived from the principles of two mutually exclusive instructional approaches: explicit and implicit teaching. Level 1 use of the Internet focuses on supporting a traditional classroom setting in two areas: management and instruction. Teachers' usage of the Internet reaches Level 2 when they use the Internet in the actual delivery of instruction. Level 2 e-mail usage finds students submitting assignments as attachments or directly in the message, receiving data and answering questions through the Internet. Level 3 finds complete courses offered and received through the Internet where teachers and students interact with each other and the material exclusively via technology. From the teacher whose goal is to increase efficiency, to the teacher concerned with designing a Web-based course, the three-level model structures various types of instructional use. As teachers are trained in the use of telecommunications and the Internet, this model can direct their study from beginner level through becoming independent distance educators. (AEF)

ED 421 187 JC 980 332

Frederick County Community Perception Survey.

PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Attitudes; Community Colleges; *Community Surveys; Data Collection; Marketing; Media Research; *Public Relations; School Community Relationship; School Support; Tables (Data); Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Frederick Community College MD

In 1997, Frederick Community College (FCC) in Maryland conducted a telephone survey of a random sample of 466 Frederick County residents to identify their perceptions of the college. In particular, the survey examined Frederick County residents' image of FCC, level of awareness of services and programs offered by FCC, and the types of services that affect enrollment decisions. All residents interviewed were at least 18 years of age. Findings from 348 respondents whose ages range between 18 and 59 years of age include: (1) 85% of county residents interviewed rated FCC's reputation as "good" or "very good"; (2) of all county residents attending any college in the past two years, 62% attended FCC; (3) one-half of those interviewed were not aware of FCC's programs for children; (4) while 70% rated the variety of courses as good or very good, only 55% rated FCC course offerings as being relevant to the world of work; (5) 70% rated FCC as affordable; and (6) 3 out of 4 respondents have a personal computer in their home and nearly one-half have access to the Internet. Graphs of responses from residents 18 to 59 years old, responses by age and gender, and responses from residents 60 years old and over are included. (AS)

ED 421 208 PS 026 621

Clawson, Mellisa A.; Bigsby, Kathleen

Families of Children with and without Special Needs: A Comparison of Family Processes.

PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (59th, Washington, DC, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Developmental Delays; *Disabilities; *Family Characteristics; *Family Environment; Family Life; Family Relationship; Parenting Skills; *Preschool Children
IDENTIFIERS- *Special Needs Children

The Education of the Handicapped Act Amendments of 1986 increased the numbers of families eligible for special needs assistance, yet information concerning these families is minimal. This study explored the needs of families of preschool children with disabilities by comparing their family processes, parenting style, and children's social and cognitive outcomes with those of families without special needs children. Subjects were 49 mothers and 31 fathers with a child (24-56-months of age) enrolled at an inclusive university-based preschool. Fifteen parents had a child with an identified special need. Scores on the Self-Report Family Inventory indicated that, compared to families without special needs, families of children with special needs experienced lower levels of family satisfaction and closeness and higher levels of authoritarian parenting; the children were seen as less academically and socially competent than their typically-developing peers. Contains 12 references. (JPB)

ED 421 209 PS 026 622

Bagdi, Aparna
Parent-Professional Partnerships in Family Focused Intervention.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Conference of the National Council on Family Relations (59th, Arlington, VA, November 7-10, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; *Family Involvement; Family Role; Family School Relationship; Parent Participation; Parent Role; Parent School Relationship; *Parent Teacher Cooperation; *Special Needs Students; Teacher Education
IDENTIFIERS- Education of the Handicapped Act Amendments 1986

The Education of the Handicapped Act Amendments of 1986 provide for early intervention services to children with special needs and their families. Part of the amendment requires that early intervention programs develop an Individualized Family Service Plan (IFSP) for each child. These plans require that families participate in defining the child's intervention program. This article discusses the problems that arise in assessing family strengths and needs, identifying resources, and empowering parents. Issues of collaboration between parents and professionals are considered particularly difficult, and their success crucial. The article considers issues such as re-training and re-education of early intervention professionals, re-vamping old intervention programs to make them more family-centered, and changing the established mindset of professionals and parents. Guidelines for best practice for professionals to achieve these cooperation goals are suggested. Contains 20 references. (JPB)

ED 421 210 PS 026 623

Couse, Leslie J.

Read with Me: The Use of Cultural Role Models in Children's Literature.

PUB DATE- 98
NOTE- 19p.; Paper presented at a Poster Session at the Annual Conference of the National Head Start Association (25th, Seattle, WA, April 20-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; Annotated Bibliographies; Black Culture; *Childrens Literature; Cultural Awareness; Cultural Education; Cultural Maintenance; *Cultural Relevance; Culturally Relevant Education; Emergent Literacy; Hispanic American Culture; *Older Adults; *Role Models; *Stereotypes; Young Children
IDENTIFIERS- African Americans; *Age Bias; Latinos; Native Americans

This study examined the portrayal of the elderly within African American, Latino, and Native American cultures in picture books for children ages 3 to 8 years. Thirty books were selected from libraries and book stores and examined using guidelines from three sources: (1) "Ageism in Literature Analysis," a 15-item rating scale; (2) "Stereotypes Worksheet" from the National Association for the Education of Young Children (NAEYC) Anti-Bias Curriculum; and (3) "Ten Items for Analyzing Children's Books for Sexism and Racism." The results indicated that the Ageism scores from the "Ageism in Literature Analysis" form ranged from 1.93 to 3.0 (fair to good). The NAEYC "Stereotype Worksheet" and the "Ten Items" form resulted in few biases found in the children's books. An annotated bibliography notes biases, positive portrayals, and the ageism score for each book. The screening process used by the reviewer and the need to update the NAEYC worksheet could have influenced the results. The need for more children's literature containing cultural role models for older Native and Hispanic Americans is discussed, for example the particular lack of materials depicting contemporary Native Americans. Difficulties in using the forms for picture books are discussed. (Includes the forms used to evaluate the books. Contains 9 references.) (KB)

ED 421 229 PS 026 673

Shores, Elizabeth F.

A Call to Action: Family Involvement as a Critical Component of Teacher Education Programs.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Cultural Awareness; Curriculum Development; Day Care Centers; *Early Childhood Education; Elementary School Teachers; Family School Relationship; Inservice Teacher Education; *Parent Participation; Parent Role; *Parent School Relationship; Preservice Teacher Education; *Professional Development; Public Policy; Special Education
IDENTIFIERS- Historical Background

Noting that greater family participation in early childhood programs is a widely-held goal, this report addresses the fundamental skills that early childhood teachers and caregivers need to fully involve families in their young children's lives at school and the child care center. The report defines those skills in four areas of a community of learners: communication skills, understanding of cultural diversity, family-based curriculum development, and partnerships in education governance. It also recommends that preservice and inservice programs do more to build all four of those cornerstones in professional development programs. The report begins with a summary of the historic role of parents in early childhood education and the history of public policy concerning parent participation. Much of this discussion is drawn from the literature on family involvement in special education. The report includes a review of family systems theory to reinforce the premise that families exist on a continuum of needs and desires for involvement in early childhood education. It summarizes what practitioners need to know to promote meaningful participation across the continuum, and discusses strategies for including family involvement in preservice and inservice professional development. Contains 71 references. (JPB)

ED 421 249   PS 026 713

Perry, Bob; Dockett, Sue; Tracey, Danielle
Ready To Learn: Exploring the Concept of School Readiness and Its Implications.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Australia and New Zealand Conference on the First Years of School (7th, Canberra, Australia, 1998). Similar in content to PS 026 712, another conference paper by the same authors.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Early Childhood Education; Foreign Countries; Learning Readiness; *Parent Attitudes; *Parent Role; *School Readiness; Student Adjustment; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- Australia (Sydney)

In recent years, there have been calls in many countries to ensure that children come to school "ready to learn." This study explored what is meant by this term by different groups of people and the ways in which the beliefs underpinning such a term influence decisions such as when children start school, the classes they enter, and whether or not they progress annually. In this investigation, groups of parents, school teachers, and children associated with two schools in suburban Sydney, Australia participated in focus groups asking them to identify elements of school readiness, the ways in which they could be identified, and who bears responsibility for preparing children for school. Results showed that parents and teachers were clear in their belief that the major responsibility for getting children ready for school rests with parents and guardians; respondents felt teachers bear some responsibility for children's school readiness, however, especially related to the transition to school. Teachers and children emphasized the importance of talking with children and describing what school would be like. While parents also regarded this as important, many indicated that they also thought it important for children to have some knowledge and skills related to learning and school before they start. While children seemed clear on the distinctions between preschool and school, adults seemed to understand this least of all. Teachers in preschool and school settings seemed unaware of the skills and expertise of their colleagues in different settings, and while there was an acceptance of the importance of talking and working together, this seemed to happen only rarely. (Contains 29 references.) (EV)

ED 421 270   PS 026 761

Cotton, Kathleen
Lifelong Learning Skills for the Middle/Junior High School Student: Tips for Parents. Research You Can Use. Booklet 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; For Booklets 1 and 2, see PS 026 759-760.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Adolescents; *Elementary School Students; Experiential Learning; Intermediate Grades; *Junior High School Students; Junior High Schools; Learning Activities; *Lifelong Learning; Middle Schools; Parent Materials; *Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; Resources
IDENTIFIERS- *Middle School Students

Decades of research indicate that when parents take an active part in their children's education, it has a positive impact on their children's academic achievement, attitudes toward learning and school, confidence as a learner, and social behavior. Parents can also help children develop the lifelong learning skills and attitudes they will need in a rapidly changing society. This booklet examines lifelong learning, and provides suggestions for learning activities for parents to engage in with their middle- or junior high school children. Part 1 of the booklet, "Background Information," defines lifelong learning, explains why it is important, and details the characteristics of a lifelong learner with regard to attitudes, learning skills, and an understanding of their own learning styles. Part 2, "Learning Activities for Parents and Children," provides specific ideas for parents to work directly with their young adolescents in the areas of learning styles; development of positive attitudes toward learning; reading; writing; speaking; listening; research and independent learning skills; study skills; learning strategies; and higher-order thinking skills. Part 3 lists resources for parents and includes availability information. Appendices contain essential vocabulary, an assignment organizer, and a list of words commonly used in assignment and test directions. (KB)

ED 421 289 PS 026 838

Curriculum Handbook for Parents, 1998-1999: Grade 7. (Second Edition).

PUB DATE- 98
NOTE- 39p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 7 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 7 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Learner Outcomes in Technology"; (9) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (10) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 307 RC 021 322

Summers, Gene F., Ed.
Working Together for a Change: Creating Pathways from Poverty.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 97
NOTE- 47p.; Some pages are printed on colored paper or contain superimposed images, both of which may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Agency Cooperation; Cooperative Programs; Economically Disadvantaged; Entrepreneurship; Poverty; Poverty Areas; *Poverty Programs; Program Descriptions; *Rural Development; Rural Sociology; *Small Businesses; *State Programs; Strategic Planning; *Welfare Recipients
IDENTIFIERS- *Pathways from Poverty; Rural Sociological Society

In this report, the Rural Sociological Society Task Force on Persistent Rural Poverty presents 11 Pathways from Poverty (PfP) state-team efforts and accomplishments. Education and training are themes that appear here and there throughout the strategies described. Many PfP state teams have formed alliances with state rural development councils that are funded jointly by state and federal governments and administered through the U.S. Department of Agriculture. Chapters are: (1) "Who's Poor in Rural America?" (Gene F. Summers, Jennifer Sherman) gives comparative statistics and national demographics; (2) "West Virginia: Good Things Come in Small Bunches" (Marc Kennedy) describes small business entrepreneurs; (3) "New York: Expert Advice" (Bill Lueders) explains the state's principles for turning vision into reality; (4) "Connecticut: Welfare Simulation, Networking Opens Doors to Understanding" (Bill Keenan) describes a sensitization process to foster awareness toward welfare participants; (5) "Maine: Building Highways of Knowledge and Experience" (Jeff Ford) describes putting knowledge about and experiences from poor people on-line; (6) "Oklahoma: A Portrait of Poverty" (Judith Davidoff) describes an ethnographic field study to give a human dimension to aggregate statistical data; (7) "South Carolina: Growing Leaders from the Grass Roots" (Linda Falkenstein) reports on networking with community groups; (8) "Ohio: Appalachia Savors Its Past as It Looks to Its Future" (Marc Kennedy) reports on a resource booklet cataloging low-cost anti-poverty projects; (9) "Montana: Breaking New Ground" (Elizabeth McBride) reports on affordable housing; (10) "New Mexico: The Pueblo Perspective" (Jeff Ford) describes cultural approaches to job training and development; (11) "Minnesota: Sowing Solutions" (Jeanne Dosch) describes two community-based pilot projects; (12) "Guam: Island Swept Up in a Tide of Change" (Harvey Black) focuses on parental needs; and (13) "Rules for Working Together" (Gene F. Summers) lists 10 guiding principles for creating and sustaining pathways from poverty. Members of the Task Force on Persistent Rural Poverty, regional centers, and state teams are listed. (SAS)

ED 421 323   RC 021 574

Fingertip Facts, 1998.

PUB DATE- 98
NOTE- 45p.; For 1997 "Fingertip Facts," see ED 408 124.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Organization; *American Indian Education; *Educational Administration; Elementary Secondary Education; Federal Indian Relationship; Federal Programs; Higher Education; Program Descriptions; *Public Agencies; *Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Office of Indian Education Programs

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). The booklet opens with a brief description of OIEP functions, legislative background, mission statement, long-range goals, and a list of Goals 2000 panel members. Statistics on students and schools show that in 1997 the BIA served over 50,373 K-12 students in 185 (108 tribally controlled) schools on 63 reservations in 23 states. The BIA also funded 25 tribally controlled community colleges and operated 2 postsecondary institutions. The 24 education line officers are listed with their agency/area offices and schools served. In addition to the regular K-12 curriculum, the Division of Education administers school reform teams, disadvantaged, bilingual, and gifted and talented programs, as well as professional development and Safe and Drug Free Schools, homeless, and Title I and Title IX programs. Participating schools and the number of students served by each program are given. A chart gives state-by-state distribution of Indian education formula grant projects with contact information for fiscal year 1997. The purpose of the Special Projects team is given along with a description and statistics for its various programs: exceptional education, family and child education, school to work, Johnson-O'Malley, higher education grants, special higher education grants, adult education, summer law program, and tribally controlled colleges and universities. Responsibilities and accomplishments of the Division of Planning, Oversight, and Evaluation are described. Participants in recognition programs are listed, and staff development programs are briefly described. Concluding sections present administrative and information services and other activities, memoranda of agreement, and contact information. (SAS)

ED 421 342 SE 061 535

Seitsinger, Anne M.; Barboza, Helen C.; Hird, Anne
Single-Sex Mathematics Instruction in an Urban Independent School.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Rating Scales; Intermediate Grades; Junior High Schools; *Mathematics Achievement; *Mathematics Instruction; Sex Differences; *Single Sex Schools; *Student Attitudes; Teaching Methods; *Urban Education; Urban Schools; Womens Education

An urban independent middle school grouped its 63 sixth and seventh graders into single-sex mathematics classes (SSMC) to improve girls' achievement in mathematics (AIM) and attitudes toward mathematics (ATM) with no negative impact on boys. Researchers analyzed AIM, ATM, and interactions/instruction. AIM measures included Metropolitan Achievement Test-7, textbook unit tests, and teacher-constructed tests. T tests, alpha=.05, showed no significant differences in mean scores for males and females. Quantitative and qualitative analyses of ATM as measured on the Modified Fennema-Sherrnan Mathematics Attitude Scales (1993) and through standard open-ended interviews (Isaac & Michael, 1995) indicated positive ATM and SSMC. Observations, field notes, and videotapes provided data for analyzing expectations, interactions, and pedagogy. Using Cazden's (1986) definitions of teacher talk, significant differences were noted--an objectivist approach in boys' classes and a constructivist approach in girls' classes. Within a single-sex class, a range of learning styles calls for a variety of instructional approaches. (Contains 43 references.) (Author)

ED 421 363 SE 061 648

Rubba, Peter A., Ed.; Rye, James A., Ed.

Proceedings of the Annual International Conference of the Association for the Education of Teachers in Science (Minneapolis, MN, January 8-11, 1998).

PUB DATE- 98

NOTE- 745p.

LANGUAGE- English

EDRS Price- MF04/PC30 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Constructivism (Learning); Educational Strategies; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Higher Education; Integrated Curriculum; *Knowledge Base for Teaching; Learning Strategies; *Preservice Teacher Education; Professional Development; Science Curriculum; *Science Education; *Science Teachers; Scientific Literacy; Student Attitudes; Teacher Attitudes; *Teacher Educators

IDENTIFIERS- Association for Education of Teachers in Science

The 40 papers from this international conference addressed the major theme of facilitating science literacy for all teachers and students. Papers include the following: (1) "Confronting the Gender Gap in Science and Mathematics: The Sisters in Science Program" (P. Hammrich); (2) Teaching Instructional Materials for Science Educators with a CD-ROM and a World Wide Web Support Network (A. Bodzin, J. Park, L. Grable); (3) Integrated Science and Math for Junior High Teacher Preparation: Staff Development as a Continual Process (B. Baird, S. McClary); (4) Constructivist Assessment Practices (R. Harris Freedman); (5) Influence of Modeling Constructivist Learning Environments on Preservice and Inservice Teachers (L. Richardson, P. Simmons, M. Dantonio, M. Clough); (6) Mentoring Future Mentors: The Preparation of Science Teacher Educators (J. Craven III); (7) What the Science Standards Say: Implications for Teacher Education (P. Hammrich); (8) Student and Teacher Conceptions about Astronomy: Influences on Changes in Their Ideas (V. Dickinson, L. Flick, N. Lederman); (9) Literacy through the Learning Cycle (E. Marek, B. Gerber, A. Cavallo); (10) Laboratory Skills and Competencies for Secondary Science Teachers (G. Saunders, C. Dawson, B. Tripp, T. Pentecost, M. Chaloupka, J. Saunders); (11) Maximizing the Impact of Your Inservice: Designing the Inservice and Selecting Participants (L. Henriques); (12) Science, Parents, Activities, and Literature: Overview, Results, and Reflections (J. Shymansky, L. Yore, J. Dunkhase, B. Hand); (13) Students' Perceptions of Science Teaching and Attitudes toward Science Learning and Teachers' Self-Report of Using Children's Ideas, Applications of Science, and Use of Print Resources as Indicators of Interactive-Constructivist Teaching in Elementary Schools (L. Yore, J. Shymansky, L. Henriques, B. Hand, J. Dunkhase, J. Lewis); (14) Teaching through Inquiry: A Novice Teacher's Authority of Experience (B. Crawford); (15) Less Talk, More Action, for Multicultural Science Education (J. Weld); (16) Integrating Field Experience and Classroom Discussions: Vignettes as Vehicles for Reflection (M. Volkmann); (17) Developing and Acting Upon One's Conception of the Nature of Science: A Follow-Up Study (F. Abd-El-Khalick, N. Lederman, R. Bell); (18) The Impact of Training and Induction Activities upon Mentors as Indicated through Measurement of Mentor Self-Efficacy (I. Riggs); (19) Measuring the Self-Efficacy of Upper Elementary and Middle School Teachers: Implications for Outreach (W. Boone, V. Chase); (20) Innovative Science Education Grant: From Recruitment, through Preservice,

into Entry-Level Service (M. Neathery, R. Bryant, D. Dill); (21) Good versus Bad Culturally Relevant Science: Avoiding the Pitfalls (C. Loving, B. Ortiz de Montellano); (22) The Classroom as a Stage for Examining Gender Microinequities (C. Wick); (23) Museum & Methods Collaboration: Understanding Science Teaching via Distance Learning Technology (T. Barshinger); (24) Teaching Practices That Provide Cognitive Scaffolding for Classroom Inquiry (L. Flick); (25) The Ideal Advisor: Graduate Science Students' Perspective (M. Ferreira); (26) Modifying Hands-On Science Lessons for Students with Special Needs: A Model of Collaboration (L. Houtz, S. Watson); (27) Pushing the Comfort Zone: Confronting the Perceptions of Teaching and Classroom Culture (M. Fetters); (28) Teaching about Classroom Management in a Constructivist Methods Class Environment (R. Vellom); (29) Mezirow's Theory of Transformative Learning with Implications for Science Teacher Educators (W. DiBiase); (30) Using a Web Site in an Elementary Science Methods Class: Are We Opening a Pandora's Box? (S. Lewis, G. O'Brien); (31) A Project Designed To Engage K-8 Preservice and Inservice Teachers in Classroom Inquiry (C. Barman); (32) Stimulating Professional Growth of Teachers through Action Research (F. Shaka); (33) Using the Science Misconceptions Research To Address Science Teaching Misconceptions (S. Weber); (34) Shiftin

ED 421 386 SO 028 471

Padovano, Kathryn
The Role of the Liberal Arts in the Education of Arts Administrators.
PUB DATE- 96
NOTE- 1[illegible]p.; Paper presented at the Annual National Conference on Liberal Arts and the Education of Artists (10th, New York, NY, October 18, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; Administrative Organization; Administrator Responsibility; Administrator Role; *Administrators; *Art; *Art Education; Higher Education; Humanities; *Liberal Arts; Managerial Occupations; *Program Administration
IDENTIFIERS- *Dowling College NY

This paper describes the proposed Masters of Arts degree in Arts Administration for Dowling College, a liberal arts college in Oakdale, New York. The purpose of the Masters of Arts degree in Arts Administration is to train art professionals to become administrative leaders in arts organization such as museums and other fine arts organizations. The proposed program provides art, history, sciences, education and business students with graduate course work and internship experience needed to become arts administration leaders. Similar programs in other institutions are discussed briefly. The internship portion of the program is unique with students spending five weeks at a museum, three weeks at a music institute, and three weeks at a historical museum site. The program is shared by the School of Education, the School of Business, and the School of Arts and Sciences: The Dowling Collaborative Model. The collaboration allows all schools to be partners in the development of potential arts administrators and to provide areas of expertise. Course requirements are listed. (EH)

ED 421 409 SO 028 967

Scheinman, Daniel; Scheinman, Ted
Basketball Economics.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Basketball; *Economics; *Economics Education; Instructional Materials; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- National Basketball Association

This teaching unit offers five economics lessons related to basketball. Lessons include: (1) "Money, Money, Money in the Basketball Player's World"; (2) "Take Me to the Basketball Game Lesson"; (3) "What Does It Take?"; (4) "Productivity of a Basketball Player"; and (5) "Congratulations! You Just Won the NBA Championships." Most of the lessons include teaching objectives, suggestions for use, and student handouts. (EH)

ED 421 410 SO 028 973

The Yummy Pizza Company. A Labor Studies Curriculum for Elementary Schools.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Capitalism; *Economics; Economics Education; Elementary Education; Entrepreneurship; Free Enterprise System; Integrated Activities; Interdisciplinary Approach; *Labor; *Labor Economics; *Social Studies; Teaching Guides

"The Yummy Pizza Company" is an interdisciplinary thematic unit that introduces the world of work to elementary school age students. The 10 lesson outlines can be adapted up or down to be used in grades 1-5 because an attempt has been made to keep required reading and writing assignments to a minimum. Optional assignments may be added for more proficient readers. The suggested time frame is for the 10 lessons of 1 to 2 hours each to be completed in 2 weeks. For those using a thematic approach, the lessons can be expanded to cover a whole day through tie-ins to other curriculum areas. (RJC)

ED 421 435 SO 029 083

Pankow, Mary

The Face of India: A Resource on the Humanity of India through the Ages. Fulbright-Hays Summer Seminars Abroad, 1997 (India).

SPONS. AGENCY- United States Educational Foundation in India.

PUB DATE- 97

NOTE- 32p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Foreign Countries; High Schools; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization; Social Studies; *World History

IDENTIFIERS- *India

This paper attempts to put a face on the nation of India and give a reality to the culture that will enhance the study of the Indian subcontinent and its people. The resource guide provides background information for cultural study of the Indian region, but is not intended to be a concise study of the subcontinent. Sections of the paper include: (1) "History"; (2) "Geography"; (3) "Belief Systems"; (4) "Aesthetics"; (5) "Diversity"; and (6) "Indians on India." (EH)

ED 421 457 SP 038 025

Yearwood, Stephenie; Nichols, Paula
Distance Learning: The Educational Impact of an Evolving Technology. Restructuring Texas Teacher Education Series 5.
PUB DATE- 98
NOTE- 35p.; Cover title: "Distance Learning." For other documents in this series, see ED 420 662-663 and SP 038 023-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Computer Assisted Instruction; Computer Mediated Communication; *Distance Education; Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Nontraditional Education; Partnerships in Education; Preservice Teacher Education; Teacher Collaboration; Teaching Methods; Telecommunications
IDENTIFIERS- Texas

This report focuses on distance learning projects conducted by the Centers for Professional Development of Teachers (CPDTs) in Texas, examining projects that closely interface with CPDTs, emphasizing the trends and issues that have emerged, and noting the effect these projects have had on education in general. The report begins by describing the technology of distance learning. This section explains that distance learning has the potential to revolutionize the American education system by offering ready access to formerly inaccessible educational services, connecting people who can learn from one another, and increasing the use of technology and pedagogies that promote student-centered instruction. Barriers to distance learning include cost, lack of cooperation among institutions of learning, and the need for training. The CPDTs have played an important role in purchasing and installing systems, modeling teaching methods, and exploring policies and procedures that best undergird distance learning. This report presents brief profiles of some of the CPDT projects to illustrate the degree of technical experimentation that has occurred and the impact of distance learning at various Texas teacher education institutions. A glossary of terms is provided. (Contains 20 references.) (SM)

ED 421 476 SP 038 048

Frana, Bruce S.
High School Culture and (Mis)Perceptions of Support: A Case Study of Success and Failure for Interdisciplinary Team Teaching.
PUB DATE- 98
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Innovation; *High Schools; *Interdisciplinary Approach; Longitudinal Studies; *Misconceptions; Principals; *School Culture; *Secondary School Teachers; Teacher Attitudes; Teaching Methods; *Team Teaching

This study examined three teams of teachers at three high schools (in a relatively large midwestern school district) as they designed and implemented a teaming project for interdisciplinary teaching entitled the Partners Program. The study focused on two findings related to the demise of this innovation: misconceptions by participating teachers regarding the support they believed existed for their pilot project and the strong influence school and department cultures had on change within the high school setting. The study collected data during 1991-1992 and 1992-1993 and follow-up data during 1997-1998. Interviews involved nine participating team teachers, three high school principals, and three district central administrators. There were also informal interviews with department chairs, other building teachers, counselors, assistant principals, and district curriculum facilitators. The researcher observed individual team planning meetings and combined team meetings. Results indicated that lack of support for the innovation by the culture and sub-cultures of the department/subject areas had a strong influence on the demise of the program. Despite loss of funding, the Partners Program has continued to exist at one of the high schools. (Contains 121 references.) (SM)

ED 421 494 TM 028 453

Fenster, Mark J.; Kingsley, David C.
A Program Evaluation of a Michigan Systemic Reform Initiative: The Michigan Education Leadership Collaborative.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Educational Change; Educational Improvement; Elementary Secondary Education; *Instructional Leadership; *Partnerships in Education; Program Evaluation; Public Schools; School Districts; State Programs; Tables (Data); *Teamwork
IDENTIFIERS- *Michigan; Reform Efforts

An 18-member Collaborative of Michigan educational organizations and agencies was formed in October 1994. The Collaborative was committed to systemic reform that included inclusive relationships, challenging ideas, and changed practice to ensure better teaching and learning for all students. The Collaborative made the assumption that it would take a broad-based, diverse group to develop and implement the kinds of ideas in the public schools that will create active life-long learners who are able to contribute to a diverse democracy operating in a global society. During the initial year, the Collaborative relied on a residential community/school district academy, and a series of four Friday Seminars/Saturday Institutes to sustain newly created leadership teams at the school district level. With guidance from the Collaborative, these leadership teams would develop a school improvement plan that (ultimately) would improve teaching and learning for all students. Once developed, the plans would be modified as necessary and eventually implemented in the school district. Results from this one year effort showed that participants selected to participate in the Collaborative's educational reform efforts donated hours of time to the cause of school improvement, reported individual growth and improved leadership skills, and were more likely to perceive reform efforts benefiting all students. Lastly, it is noted that six leadership teams were still actively working on school improvement plans in March 1998, two years after state funding ended. Only two districts are known to have stopped work on the project. An appendix presents the assessment of the effects of the community/school district academy formed by the reform plan. (Contains 1 figure, 11 tables, and 7 references.) (Author/SLD)

ED 421 513 TM 028 838

Raimi, Ralph A.; Braden, Lawrence S.

State Mathematics Standards: An Appraisal of Math Standards in 46 States, the District of Columbia, and Japan.

PUB DATE- 98
NOTE- 71p.; For other state standards reports, see TM 028 835-37 and CS 216 412.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Core Curriculum; Elementary Secondary Education; Knowledge Level; Mathematics; *Mathematics Instruction; State Programs; *State Standards

The Thomas B. Fordham Foundation has commissioned studies of state academic standards in five core subjects. This is the fourth of these studies, focusing on state standards for mathematics. For this evaluation of mathematics standards, researchers developed nine criteria under the four areas of: clarity, content, reason, and negative qualities. These criteria were applied to the standards documents of 46 states and the District of Columbia, and standards for Japan were reviewed for comparison purposes. The remaining four states either had no standards or did not make current drafts available. Only three states received a grade of "A," and only nine received a grade of "B." More than half received either a "D" or an "F." The principal failures of these documents stem from the mathematical ignorance of the writers of the standards, sometimes compounded by carelessness and sometimes by a faulty educational ideology. The average mathematics teacher can be led to a better grasp of the material that should be taught and the way to teach it than the writers of the standards seem to believe. The Japanese standards document, exemplary in most respects, falls short in the category of reason. Notes are presented for each state and Japan. An appendix lists the documents reviewed. (Contains one table.) (SLD)

ED 421 532 TM 028 858

Bay, Luz
Comparing Student Performance on Different Item Formats Relative to Achievement Levels Cutpoints.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 14-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Constructed Response; *Cutting Scores; Elementary Secondary Education; Item Response Theory; *Multiple Choice Tests; National Competency Tests; Performance Factors; Scaling; Test Format; *Test Items; Test Results
IDENTIFIERS- Plausibility (Tests); Test Characteristic Curve

A study was conducted to investigate the difference in student performance on multiple choice (MC) and constructed response (CR) items relative to the achievement levels of the National Assessment of Educational Progress (NAEP). The study included an investigation of how estimates of student performance were affected by item response theory (IRT) scaling and plausible values methodology. Cutpoints were computed by panelists in the achievement levels setting process. For each grade level, seven blocks of items were selected for the study. Raw score data were provided by the Educational Testing Service for blocks from four selected test forms. The numbers of students scoring at or above each cutpoint for the respective item types and for the combination of the two item types were determined for each form. Panelists' cut point ratings were converted to the percent correct metric and the aggregate was averaged across panelists, and each cutpoint was also mapped to the percent correct metric using test characteristic curves. By either method, students performed better on MC items relative to MC cut points than on CR items relative to CR cut points. Another look at the analyses shows that for MC items, performance expectations were low relative to actual performance, while for CR items expectations were high relative to actual performance. (Contains seven tables, three figures, and five references.) (SLD)

ED 421 551 TM 028 893

NAEP 1996 National and State Summary Data Tables CD-ROM .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- ituation, the distribution of l(z) was in accord with the theoretical distribution, but for the CAT the distributio,Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Ethnic Groups; Institutional Characteristics; *Mathematics Achievement; National Surveys; Optical Data Disks; Racial Differences; Scaling; *Sciences; *Scores; Sex Differences; State Programs; *Student Characteristics; Teacher Characteristics; *Test Results; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

The National Assessment of Educational Progress (NAEP) Summary Data Tables on CD-ROM present mathematics and science results from the NAEP 1996 State Assessments. Mathematics results from 1990 and 1992 assessments are also provided for the nation and for states that participated in either or both of the assessments. The student, teacher, and school data from these assessments help describe some of the current practices and emphases in education and provide an educational context for understanding information about a student's proficiency. The NAEP summary tables are based on responses to background items from the student, teacher, and school questionnaires. The results include average scale scores and percentages for each response alternative, scale score percentiles, achievement level percentages, and percentages for cognitive questions. Results are enumerated for important demographic groups, such as student gender, race/ethnicity, and parental education level. The NAEP summary data tables are provided in Portable Document Format (PDF). To use PDF files one must install the Acrobat Reader from Adobe Systems, Inc. Installation and use information is provided on the CD. TYPE OF SURVEY: National. POPULATION: Students; RESPONDENTS: Students; YEAR OF EARLIEST DATA: 1990; YEAR OF LATEST DATA: 1996. (Author/SLD)

ED 421 568 UD 032 419

Zou, Yali, Ed.; Trueba, Enrique T., Ed.
Ethnic Identity and Power: Cultural Contexts of Political Action in School and Society. SUNY Series, Power, Social Identity, and Education.
PUB DATE- 98
NOTE- 452p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Affirmative Action; *Context Effect; Cultural Differences; *Educational Policy; Elementary Secondary Education; *Ethnicity; Foreign Countries; Immigrants; Minority Groups; *Political Influences; Politics; *Racial Identification
IDENTIFIERS- *Identity Formation; Mexico

The essays in this collection provide insights into the dilemmas faced by immigrants and ethnic minorities and by school personnel and policy makers. The first part of the book consists of comparative studies of ethnic identity, and the second part focuses on some lessons learned from studies of ethnic identification and equity, with implications for teaching. The following essays are included: (1) "Cultural Politics of the White Ethniclass in the Mid-Nineties" (George and Louise Spindler); (2) "Leadership, Education, and Political Action: The Emergence of New Latino Ethnic Identities" (Cirenio Rodriguez and Enrique (Henry) T. Trueba); (3) "Power and Learning in a Multi-Ethnic High School: Dilemmas of Policy and Practice" (Jon Wagner); (4) "Teaching against the Grain in Bilingual Education: Resistance in the Classroom Underlife" (Rebecca Constantino and Christian Faltis); (5) "Affirmative Action in Engineering Education: A Case Study" (James F. Shackelford, Penelope L. Shackelford, and Enrique (Henry) T. Trueba); (6) "The Policy of Modernization of Education: A Challenge to Democracy in Mexico" (Beatriz Calvo); (7) "Indigenous Images and Identity in Pluricultural Mexico: Media as Official Apologist and Catalyst for Democratic Action" (Robert DeVillar); (8) "The Role of Media in Armed and Peaceful Struggles for Identity: Indigenous Self-Expression in Mexico" (Robert DeVillar and Victor Franco); (9) "Mixed Messages: Moroccan Children in the Netherlands Living in Two Worlds" (Lotty Eldering); (10) "State Terrors: Immigrants and Refugees in the Post-National Space" (Marcelo M. Suarez-Orozco); (11) "Identity, Cultural Diversity, and Education: Notes toward a Pedagogy of the Excluded" (Elvira S. Lima and Marcelo G. Lima); (12) "Dancing with Bigotry: The Poisoning of Racial and Ethnic Identities" (Donaldo Macedo and Lilia I. Bartolome); (13) "Aspects of the Cultural Politics of Alaskan Education" (David M. Smith); (14) "Dilemmas Faced by Critical Ethnographers in China" (Yali Zou); and (15) "Afterword: !Ya Basta!" (Peter McLaren). Each chapter contains references. (Contains four tables and two figures.) (SLD)

ED 421 585 UD 032 437

Grossman, Herbert
Achieving Educational Equality: Assuring All Students an Equal Opportunity in School.
PUB DATE- 98
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Educational Change; Educational Innovation; Elementary Secondary Education; *Equal Education; *Teacher Education; *Urban Schools; Urban Youth

This book examines the policies and practices that create educational inequality in the United States and what can be done to reduce their influence. The introduction identifies children who are disadvantaged by the U.S. educational system, and documents the results of society's failure to serve them properly. Part One, which contains four chapters, describes the role governments play in causing education inequality and what they can do to help overcome it. Part two, in 12 chapters, examines the ways in which schools foster inequality and how they can be transformed into a force for educational equality, Part Three discusses the negative effects of university preparation of teachers and discusses how teacher education programs could be improved. (SLD)

Latino Group: Who Are We and What Are We Talking about Anyway?"; (2) "Conquest and Immigration: How We Got (Get) Here"; (3) "Nativism, Racism, and Our Social Construction as a 'Problem' Group: How Once We Were Here, We Were Racialized by the Dominant Culture"; (4) "Racial Construction and Demonization in Mass Culture: Media Treatment and Stereotypes"; (5) "Counterstories: We Begin To Talk Back and 'Name Our Own Reality'"; (6) "Rebellious Lawyering and Resistance Strategies: We Fight Back"; (7) "Revisionist Law: Does the Legal System Work for Us?"; (8) "Assimiliationism: Maybe Our Best Strategy Is Just To Duck?"; (9) "Splits and Tensions within the Civil Rights Community"; (10) "Sex, Gender, and Class: Sure I'm a Latino, but I'm Still Different from You--How about It?"; (11) "English-Only, Bilingualism, Interpreters: You Mean I Can't Speak Spanish?"; and (12) "The Border as Metaphor: What Border Theory Tells Us about Culture." (Contains numerous references.) (SLD)

ED 421 211 PS 026 624

Honig, Alice Sterling; Hirallal, Andrea
Which Counts More for Excellence in Childcare Staff: Years in Service, Education Level or ECE Coursework?
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Quality Infant/Toddler Caregiving Workshop (22nd, Syracuse, NY, June 15-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Caregiver Child Relationship; *Child Caregivers; Day Care; Day Care Centers; Early Childhood Education; Interaction; *Teacher Background; Teacher Characteristics; Teacher Student Relationship; *Teaching Experience; *Training
IDENTIFIERS- *Caregiver Qualifications; Caregiver Training; *Day Care Quality

A sample of 81 caregivers in 24 urban centers was observed in interactions with preschool children ages 3 to 5. Observation centered on the domains of positive and negative socioemotional inputs, language facilitation, concept promotion, and caregiving and cleaning up (of children and of environment). The teachers provided responses to questions about their number of years of formal schooling, years in child care, years at the same center, own parenting status, and how many ECE/CD (early childhood education and child development) courses and workshops they had ever taken. Hierarchical stepwise regressions and ANOVAs showed the importance of ECE/CD training. When all positive teacher interactions tallied in the classroom were combined, ECE/CD training accounted for over 62 percent of the variance in teacher inputs. Results suggested that when interviewing candidates for child care positions, directors need to verify a candidate's prior ECE/CD training, along with providing supports for staff to obtain ongoing ECE/CD coursework to ensure high quality child care. (Contains 32 references.) (Author/EV)

ED 421 230 PS 026 674

Terrific Transitions: Ensuring Continuity of Services for Children and Their Families.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Definitions; Developmental Continuity; *Early Childhood Education; Family School Relationship; Parent School Relationship; Program Descriptions; Special Needs Students; *Transitional Programs; Young Children

IDENTIFIERS- Transitional Activities

Planning for smooth transitions of young children and their families receiving educational and other services evolved out of a concern for providing continuity in the environment of young children. This document of the SouthEastern Regional Vision for Education (SERVE), a consortium of educational organizations devoted to promoting and supporting the improvement of educational opportunities for all learners in the Southeast, provides information and recommended practices for facilitating effective transitions in services for young children. The first section of the document provides contact information for all the organizations involved in the consortium. The next section defines "transition" and discusses the importance of continuity in children's environments. The third section examines transitions in special settings, including special needs and issues related to culture and language. Next, transition planning, including preparing for change, facilitating transitions and providing continuity, the administrators' role, preparing children and families for transition, and evaluating and monitoring transition activities are discussed. Lastly, state and national transition initiatives are described. An appendix contains sample letters and forms. (Contains 24 references.) (KB)

ED 421 250 PS 026 714

Marcon, Rebecca A.
Predicting Parent Involvement and Its Influence on School Success: A Follow-Up Study.

PUB DATE- 98
NOTE- 13p.; Poster presented at the National Head Start Research Conference (4th, Washington, DC, July, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; Family Characteristics; Followup Studies; *Parent Participation;

Parent School Relationship; *Parent Student Relationship; Performance Factors; *Predictor Variables; Preschool Education
IDENTIFIERS- Project Head Start

Proponents of early childhood education frequently refer to the importance of parent involvement for children's school success. However, little is known about characteristics of families that are more likely to become involved in their children's educational experience. This study provided follow-up data on 221 inner-city children (median age = 144 months) previously found to benefit from increased parent involvement during preschool, kindergarten, and the primary grades. Demographic and school-related predictors of involvement were further examined as children made the transition from elementary to junior high school. Findings indicated that parents whose children had attended Head Start were significantly more involved in their children's education at Year 8 or Year 9 than were parents whose children had attended pre-kindergarten in the same public school system. Current involvement was associated with higher grades, while past involvement had a positive impact on achievement test scores and school competence. (Contains 14 references.) (Author/EV)

ED 421 271 PS 026 763

Beetham, Suzanne; McLennan, Charlene; Witucke, Cheryl
Improving Social Competencies through the Use of Conflict Resolution and Cooperative Learning.
PUB DATE- 98
NOTE- 66p.; Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Conflict Resolution; *Cooperative Learning; Elementary Education; *Elementary School Students; *Interpersonal Competence; *Program Effectiveness; Social Development

This action research project designed and implemented a program for the instruction of cooperative learning and conflict resolution strategies in order to increase social competencies. The targeted population consisted of two multi-age, grade 2/3 classrooms and one fifth grade classroom in a stable middle class community in a large midwestern suburb. The problem of lack of social competency (showing respect, taking responsibility, and making sound decisions) was documented by means of teacher surveys, anecdotal records, behavior checklists, teacher observation, and individual behavior plans. A review of problem data and solution strategies resulted in selection of two major interventions: direct instruction of cooperation through cooperative learning strategies, and implementation of conflict resolution principles. Post-intervention data indicated that the instruction of social skills along with conflict resolution strategies resulted in improved social competencies in most areas of social interaction. Students showed an increase in respectful, responsible, and cooperative behavior in and out of the classroom. (Fourteen appendices include sample teacher survey, anecdotal record, and brainstorming solutions worksheet. Contains 37 references.) (HTH)

ED 421 290 PS 026 839

Curriculum Handbook for Parents, 1998-1999: Grade 8. (Second Edition).

PUB DATE- 98
NOTE- 38p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 8 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 8 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Learner Outcomes in Technology"; (9) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (10) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 308 RC 021 541

McNeill, Carol; Cory-Wright, Jean; Renfrew, Tom
Teaching Orienteering. Second Edition.
PUB DATE- 98
NOTE- 153p.; Published in collaboration with the British Orienteering Federation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletics; Disabilities; Elementary Secondary Education; Foreign Countries; Learning Activities; Lesson Plans; *Map Skills; Maps; *Navigation; *Orienteering; *Outdoor Education; Physical Education; School Activities; Teaching Guides
IDENTIFIERS- Compass Reading; United Kingdom

The educational value provided by orienteering's blend of navigational and physical skills has given it a permanent place in the primary and secondary school curriculum in the United Kingdom. This book is a reference to orienteering for teachers, leaders, and coaches. It provides a "how to" approach to introducing and developing the skills and techniques of the sport, and provides complete teaching schemes and numerous lessons, games, and training activities for primary and secondary pupils, all requiring a minimum of special equipment or clothing. Each exercise states aims, age group, skill levels, time required, and equipment needed; supplementary exercises are suggested. Chapter 1 provides foundational information to help first-time teachers of orienteering get started. Chapters 2-4 follow a logical progression designed to help students learn the sport in familiar, easy terrain before moving into more difficult environments. Chapters 5-10 cover technique training, compass use, theory sessions, indoor games and exercises, outdoor alternatives, and physical and mental fitness. Chapter 11 expands the guidelines to bring them into line with current practice in British primary and secondary schools. Chapters 12-14 address planning, organization, and rules; mapmaking; and orienteering for people with disabilities. The seven appendices cover British Orienteering Federation (BOF) fixtures structures, performance levels, BOF squad structure and event standards, BOF coaching structure, orienteering in the United States, references and information sources, and a glossary. Contains over 150 maps, drawings, and photos. (TD)

ED 421 324 RC 021 575

Bureau of Indian Affairs, Office of Indian Education Program, 1998 Directory.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Education; *Colleges; Elementary Secondary Education; Federal Programs; Higher Education; Public Agencies; *Schools; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Office of Indian Education Programs

This directory of the Office of Indian Education Programs (OIEP) includes school listings, as well as listings for education line offices, tribally controlled community colleges, special education coordinators, and Family and Child Education (FACE) coordinators. In school year 1997-98, there were 74 elementary and secondary schools and 5 peripheral dormitories operated by the Bureau of Indian Affairs (BIA), and 97 elementary and secondary schools and 9 peripheral dormitories operated by Indian tribes and tribal organizations under contract/grant with the BIA. A total of 49,213 students were served in 1996-97. Two postsecondary schools are operated by the BIA, and 24 tribally controlled community colleges are funded through the BIA. OIEP has 24 Education Line Officers. This directory is composed of the following sections: (1) central office staff by branches; (2) OIEP personnel staff in the Albuquerque and Gallup offices; (3) education line offices; (4) alphabetical index of 188 schools and 5 education partners; (5) schools within each of the 25 areas/agencies with detailed contact information; (6) 24 tribally controlled community colleges and universities and 2 postsecondary institutions; (7) 25 special education coordinators; and (8) 22 FACE coordinators. (SAS)

ED 421 343   SE 061 539

National Council of Teachers of Mathematics 1997-98 Handbook:
NCTM Goals, Leaders, and Position Statements.

PUB DATE- 97
NOTE- 33p.; Designed by Kristina Currin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Assessment; Educational Technology; Elementary Secondary Education; Mathematics Curriculum; *Mathematics Education; Mathematics Teachers; *Position Papers; Professional Development
IDENTIFIERS- *National Council of Teachers of Mathematics

For more than 75 years, the National Council of Teachers of Mathematics (NCTM) has been dedicated to improving the teaching and learning of mathematics. NCTM provides professional development opportunities through annual, regional, and leadership conferences and publishes journals, books, videos, and software. This handbook offers information about NCTM, the "NCTM Standards," NCTM goals, leaders, position statements, officers, conference dates, phone numbers and e-mail addresses for contacting the organization. (ASK)

ED 421 364 SE 061 678

A State of Disconnectedness: An Examination of Mathematics & Science Instruction in the North Carolina Public Schools.

SPONS. AGENCY- Glaxo Foundation, Raleigh, NC.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Change; Elementary Secondary Education; Equal Education; *Mathematics Instruction; *Science Instruction; *State Surveys; *Statewide Planning
IDENTIFIERS- North Carolina

For over a decade the Public School Forum of North Carolina has used a study group approach that employs the Forum's Board of Directors as a research team that works with others invited to participate in examining major problems facing North Carolina's schools. A request from the Glaxo Foundation led to the Forum's sixth major Study Group. This report contains the results of an investigation into mathematics and science instruction in North Carolina public schools. Findings indicate that while students in North Carolina are much improved in the areas of mathematics and science, they are still lagging in comparison to young people around the world. The study is offered to concerned policymakers, educators and business leaders in the hopes that key recommendations will make a major contribution to education in North Carolina. (Author/ASK)

ED 421 387 SO 028 478

Building a United States History Curriculum: A Guide to Using Themes and Selecting Content. Building a History Curriculum Series: Guides for Implementing the History Curriculum Recommended by the Bradley Commission on History in Schools.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Design; Elementary Secondary Education; Historiography; *History; *History Instruction; *National Standards; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- *Bradley Commission on History in the Schools

These guidelines are designed to help teachers and school districts answer questions related to the national history standards as they develop their own local curriculum. The work is built upon the original guidelines from the Bradley Commission on History in the Schools. This booklet is divided into two parts: (1) "Introduction"; and (2) "Building a United States History Curriculum." Suggestions are given for using principles of selection for content studied and are explained in detail in the second part of the booklet. Curricular frameworks are offered for early grades, middle school and high school, with several patterns of coverage mentioned. The bulk of the booklet contained in part 2 covers: (1) "United States History: What It Is and Why Study It?"; (2) "Central Strands and Significant Questions to Be Carried throughout Courses and across the Grades"; (3) "Major Eras and Topics within the Chronological Narrative of United States History"; (4) "Some Details of U.S. History: People, Events, Ideas, Institutions, and Creative Works to Begin Bringing the American Story to Life." (EH)

ED 421 411 SO 028 980

Geltman, Eve
The Gift of Music. A Successful Method for Learning To Read, Play, and More Deeply Enjoy Music.
PUB DATE- 84
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Music; *Music Education; *Music Techniques; *Music Theory; Musical Composition; Rhythm (Music)

IDENTIFIERS- Violin Instruction

This book introduces music reading skills in 21 lessons that focus on the violin but which may be applied to the study of any musical instrument. The lessons are designed for beginning music students and build upon previous lessons in the book. This volume focuses on the violin because of the large number of students presently learning to play it by rote. The lessons are divided into three parts: the theoretical section, the rhythm section, and the pitch section. The final lessons focus on creating a composition and reviewing the previous materials. A glossary of musical symbols and terms and an index of the pieces in the book conclude the document. (EH)

ED 421 436 SO 029 084

Hare, Delmas E.
The Edicts of King Ashoka and Character Education: An Approach, Rationale, and Procedure. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 9p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "India and the Ethos."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Childrens Literature; Cultural Awareness; *Culture; Elementary Secondary Education; Ethics; Foreign Countries; *Indians; Modern History; Multicultural Education; Non Western Civilization; Social Studies; Values; *World History
IDENTIFIERS- Georgia; *India

This paper examines the Georgia law mandating character education and how India has addressed a similar situation with its diversity by using the "Jakarta Tales." These children's tales are Buddhist in origin, have clearly stated morals, but lack a distinct Buddhist doctrinal bent. The paper advocates that a similar orientation could be developed by building a character education program based upon India's "The Edicts of King Ashoka." The report describes how the Edicts could be presented, how they could be applied to the historical situation as well as the contemporary situation, and how they could be reformulated into final student projects. (EH)

ED 421 458 SP 038 026

Izquierdo, Elena; Ligons, Claudette; Erwin, Barbara
Preparing Teachers for a Culturally Pluralistic Society.
Restructuring Texas Teacher Education Series 6.
PUB DATE- 98
NOTE- 30p.; Cover Title: "Cultural Pluralism." For other documents in this series, see ED 420 662-663 and SP 038 023-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Communication Skills; *Cultural Awareness; *Cultural Pluralism; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; Equal Education; Faculty Development; Higher Education; Interpersonal Competence; Minority Groups; Partnerships in Education; Preservice Teacher Education; Student Teacher Attitudes; *Teacher Competencies; Teacher Improvement; Teacher Student Relationship

IDENTIFIERS- Learner Centered Instruction; Texas

This report examines the effectiveness of Texas' Centers for Professional Development of Teachers (CPDTs) in addressing diversity as part of educational excellence. The state board of education's five proficiencies for teachers provide the framework within which the report describes program characteristics. For each proficiency, the report examines progress by the CPDTs in addressing diversity, offering case examples. Proficiency 1, learner-centered knowledge, involves developing culturally responsive content, understanding culturally responsive pedagogy, and developing culturally responsive skills in technology. Proficiency 2, learner-centered instruction, involves planning and implementing culturally responsive instruction and assessing learning in culturally responsive classrooms. Proficiency 3, equity in excellence for all learners, requires the teacher to respond appropriately to diverse groups of learners. Proficiency 4, learner-centered communication, has teachers serve as advocates for all learners and demonstrate ethical and professional communication skills. Proficiency 5, learner-centered professional development, involves teachers demonstrating a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity. The five proficiencies for learner-centered schools promote the concept of learning as a lifelong process for teachers and students. (Contains 32 references.) (SM)

ED 421 477 SP 038 050

Hopkins, Charles R.; Gardner, William E.; Meriwether, Crystal K.
The Changing Nature of Professional Development Programs for
Teachers: The University of Minnesota Experience.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Japan-United States Teacher Education Consortium (JUSTEC) Conference (Kyoto, Japan, June 24-28, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Faculty Development; Governance; Higher Education; *Inservice Teacher Education; Leadership Training; Participative Decision Making; Program Development; *Teacher Improvement
IDENTIFIERS- University of Minnesota

This paper discusses how the University of Minnesota's College of Education and Human Development (CEHD) is meeting challenges related to the changing nature of professional development programs, focusing on programs featuring a system of shared decision making on matters of design and governance of program elements. After a commentary about CEHD and its goals, the paper describes the many programs intended for inservice populations of students. The balance of the paper offers comments about the two basic kinds of masters programs at CEHD. Traditional programs are controlled by CEHD faculty who decide what the course requirements will be and how the program will be governed. Innovative programs are controlled by faculty, students, and school districts, who make shared decisions about courses and governance. Two successful innovative programs with differing delivery and governance systems are examined. The Teacher Leadership Program is offered jointly by two CEHD departments. This program builds leadership skills and facilitates analysis of school culture, policies, research, and practice. The program has a reflective focus on leadership. The other program, Improving Practice Through Applied Classroom Training, is a collaboration between CEHD, a school district, and five participating school district members. This program helps enable participants to transfer knowledge into classroom reality successfully. (Contains 13 references.) (SM)

ED 421 495 TM 028 454

Harris, Susan
Third International Mathematics and Science Study. Performance Assessment: Strengths and Weaknesses of Students in England.
PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British National Curriculum; Comparative Analysis; Cross Cultural Studies; Foreign Countries; *International Studies; *Junior High School Students; Junior High Schools; Mathematics Achievement; *Performance Based Assessment; Performance Factors; Science Instruction; *Test Results
IDENTIFIERS- *England; *Third International Mathematics and Science Study

England was 1 of more than 40 countries that took part in the Third International Mathematics and Science Study (TIMSS) survey of 13-year-olds. This paper presents background information on the TIMSS and the performance assessment element of the study. It also describes how the written test and the practical task components relate to the National Curriculum orders for mathematics and science in England, and it examines the results for students in England on the performance assessment, with reference to their strengths and weaknesses and examples of students' responses. In England, 450 Year-9 students (equivalent to the international eighth grade) from 50 schools were involved in the performance assessment as part of a world-wide sample of about 15,000 students. In all, 12 different performance tasks were used: 5 focusing on mathematics, 5 focusing on science, and 2 on elements of both. The performance of students in England was above the international means for mathematics, science, and overall performance on the 12 tasks. Of the 19 countries represented in the international TIMSS report, English students ranked seventh on the mathematics tasks, second on the science tasks, and second on overall results. In light of the relatively poor performance of English students on the written mathematics tests of the TIMSS, the performance assessment results offer some comfort by indicating that there are areas of mathematics in which English students are doing well. (Contains 4 tables, 12 figures, and 13 references.) (SLD)

ED 421 514 TM 028 839

Fink, Arlene
The Survey Handbook. The Survey Kit, Volume 1.
PUB DATE- 95
NOTE- 129p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; *Data Collection; *Educational Research; Evaluation Methods; Evaluation Utilization; Questionnaires; Reliability; Research Design; *Research Methodology; *Surveys; *Test Construction; Validity
IDENTIFIERS- Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, the first in the series, deals with skills and resources needed to conduct a survey. The skills include identifying specific survey objectives, designing studies and sampling respondents, developing reliable and valid self-administered questionnaires and interviews, administering the survey, and analyzing and reporting the results. Specific objectives are to identify the characteristics of high-quality surveys, describe the usefulness of surveys, and distinguish among types of survey instruments. Reliability and validity are defined, and ways to interpret data from open-ended questions are discussed. Other aspects of survey administration, including considerations of cost and efficiency, are discussed. The following chapters are included: (1) "What Is a Survey? When Do You Use One?"; (2) "Sound Survey Design"; (3) "Reliable and Valid Survey Instruments"; and (4) "Reasonable Resources." An annotated list of 31 additional readings is provided. (Contains 32 examples, 6 figures, and 1 table.) (SLD)

ED 421 533 TM 028 859

Bay, Luz; Nering, Michael L.

A Demonstration of Using Person-Fit Statistics in Standard Setting.

SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Geography; *Goodness of Fit; High School Seniors; High Schools; *Item Response Theory; *Responses; *Standards; Test Results
IDENTIFIERS- Item Score Patterns; National Assessment of Educational Progress; *Person Fit Measures; *Standard Setting

The use of person-fit methods to determine the extent to which a panelist's ratings fit the item response theory (IRT) models used in the National Assessment of Educational Progress (NAEP) is demonstrated. Person-fit methods are statistical methods that allow the identification of nonfitting response vectors. To determine whether panelists' ratings fit the IRT models used in the NAEP, the l(z) statistic (F. Drasgow, M. Levine, and E. Williams, 1985) was used. Rating data from the 1994 NAEP achievement level setting process were obtained for grade 12 geography, for which 29 panelists (primarily teachers) set levels. A response vector was created for each panelist for each achievement level using each of three p-value criteria and simulated item score string estimation (ISSE) values were created. The l(z) statistic was calculated for each of the 27 response vectors associated with each of the 29 panelists. Means and standard deviations of the l(z) distributions were computed for each cell of the experimental design and are presented in table form. Typically, they indicated that the simulated ISSE ratings or response vectors underfit the model. The results of this study provide preliminary information about the use of person-fit statistics in standard setting and are the basis for additional planned studied. (Contains 3 tables, 3 figures, and 15 references.) (SLD)

ED 421 552 TM 028 937

Hussar, William J.
Projections of Education Statistics to 2008. Pocket Projections.
PUB DATE- 98
NOTE- 13p.; For the complete edition of which this is a compressed "pocket" edition, see TM 028 871.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Degrees (Academic); *Educational Trends; Elementary School Teachers; *Elementary Secondary Education; *Enrollment Projections; Futures (of Society); *High School Graduates; *Higher Education; National Surveys; Population Trends; *School Statistics; Secondary School Teachers; Tables (Data); Teacher Student Ratio; Trend Analysis

"Pocket Projections" provides some information on education in the United States in the past and future, focusing on the period from 1985-86 to 2007-08. In table form, data are given for these topics: (1) projected population; (2) elementary and secondary education enrollment; (3) high school graduates; (4) classroom teachers; (5) pupil/teacher ratios; (6) elementary and secondary school expenditures; (7) higher education enrollment; (8) earned degrees; and (9) higher education expenditures. The figures are derived from data from the National Center for Education Statistics and the Bureau of the Census. (SLD)

ED 421 553 TM 029 321

The National Education Goals Report: Building a Nation of Learners, 1998.
PUB DATE- 97
NOTE- 87p.; For the 1997 National Education Goals Report, see ED 410 319.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Literacy; Educational Improvement; *Educational Objectives; *Elementary Secondary Education; High School Graduates; *Mathematics Achievement; National Programs; *Sciences; *Standards
IDENTIFIERS- America 2000; Educational Indicators; National Education Goals Panel; *National Education Goals 1990; Reform Efforts; Science Achievement; Standard Setting

This report, eighth in a series, is designed to measure progress made by the nation toward the eight National Education Goals. A statement of the eight National Education Goals is followed by an Introduction which explains the indicators by which progress toward the Goals is measured. The Introduction also summarizes national and state findings for areas of improvement and areas of decline, and highest-performing and most-improved states for each of the Goals. The next two sections, "National Progress" and "State Progress", comprise the bulk of the report, and present data for the 26 national and 33 state-level indicators. Although important progress has been made overall towards three of the Goals ("Ready To Learn," "Student Achievement and Citizenship," and "Mathematics and Science"), inconsistent performance and even slippage has occurred for other Goals; therefore, the National Education Goals Panel urges educators and policymakers to study the practices of top-performing states that the Panel documents and disseminates in various of its other publications. Three appendices present technical notes and sources for national and state indicators, and acknowledgments. (LMD)

ED 421 569 UD 032 420

Olsen, Laurie
Made in America: Immigrant Students in Our Public Schools.
PUB DATE- 97
NOTE- 276p.; Foreword by Herbert Kohl.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; *Cultural Differences;

Educational Change; Educational Policy; Equal Education; *High School Students; High Schools; *Immigrants; *Multicultural Education; Public Schools; Racial Discrimination; Student Placement; *Track System (Education); *Urban Schools

This book tells the story of immigrant students as they learn about the United States and being American in school. It also tells the stories of the teachers who teach them, the educators who have shaped their educational program, and their English-speaking, U.S.-born schoolmates. These stories are told in the context of an urban high school in California in an increasingly multicultural community where the promises of diversity are only on the surface. In many ways, the researcher used standard ethnographic methods in the study of this school over several years. Three formal journals recorded the researcher's roles as storyteller, anthropologist, and advocate, respectively. At this school, students who can not speak English are shut out of opportunities to learn and make contact with their schoolmates, and students are sorted by skin color and class into programs that prepare them for very different futures. Most of the educators at the high school believe in integration, fairness, and equal opportunity. They want to believe that all students are free to participate in school, but they do not see the active process of exclusion and sorting that goes on in the school's programs and practices. The story of this high school reveals the perpetuation of an unequal society, but it also shows the possibilities for change and a very slow but determined change process. The following chapters are included: (1) "At the Crossroads"; (2) "The Maps of Madison High: On Separation and Invisibility"; (3) "We Make Each Other Racial: The Madison High World as Perceived by the 'American' Student"; (4) "Learning the Language of America"; (5) "To Find Your Race and Your Place: Race Tracks at Madison High"; (6) "Love and Marriage: How Young Immigrant Women Negotiate the Terrain between Cultures"; (7) "Creating a Support Place for Immigrants"; (8) "Adults in the Crossroads" ; (9) "A Different Voice, a Daily Struggle"; (10) "Madison High, the State, and the Nation"; and (11) "Conclusions: What Futures Will We Choose as a Multicultural Society?" (Contains 2 figures and 133 references.) (SLD)

ED 421 586 UD 032 438

Doll, Beth; Jew, Cynthia; Green, Kathy
Resilience and Peer Friendships.
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Friendship; Intermediate Grades; *Interpersonal Competence; Junior High Schools; Middle Schools; Parent Attitudes; Parents; *Peer Relationship; *Resilience (Personality); Rural Schools; *Student Attitudes
IDENTIFIERS- *Middle School Students

The link between resilience and peer friendship in certain high risk students is examined by describing the relationship between two measures: a measure of effective peer friendships completed by students and their parents (My Child's Friendships, B. Doll, 1993) and a second measure of resilient beliefs (Adolescent Resiliency Belief System, C. Jew and K. Green, 1995). Results from both measures are described for a population of 104 rural middle school students, all of whom were participants in an effective education program, the Wellness Project, intended to foster resilience. Results show the expected positive correlations between friendship competencies and optimistic beliefs. Students with more competent friendship qualities were also the students with optimistic beliefs about their competence in other domains. However, this relationship did not extend to parent ratings of student friendship competencies. The parent and student versions of the scale might be assessing somewhat different constructs. In addition, the correlation between the student form of the friendship survey and the resilience survey may be an artifact of their shared status as student self-report measures. Also, the reliability of both forms of the friendship scale and the resilience scale is not entirely satisfactory, so that the described relationships cannot be considered stable. (Contains 4 tables and 27 references.) (SLD)

ED 421 605 UD 032 460

Shirley, Dennis
Community Organizing for Urban School Reform.
PUB DATE- 97
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Community Organizations; *Educational Change; Elementary Secondary Education; *Low Income Groups; *Partnerships in Education; Poverty; *Urban Schools
IDENTIFIERS- *Industrial Areas Foundation; Texas

This book tells the story of an innovative approach to educational change in urban schools. Using a case study approach, the book describes how working class parents, public school teachers, clergy, social workers, business partners, and other engaged citizens have worked to improve education in inner-city schools. Their combined efforts are linked through the community organizations of the Industrial Areas Foundation (IAF), which have developed a network of over 100 "alliance" schools in poor and working-class neighborhoods throughout Texas. The economic dislocations, decline in political participation, and social disorganization that characterize the national educational predicament are described, and then background information is given on the origins of the IAF in Texas. The organization's philosophy of education and its strategies of community organizing around issues of school change and neighborhood development are reviewed. The narrative then moves to case studies in which local organizations of the Texas IAF have mobilized low-income citizens for new networks. The case studies are not limited to individual schools, but include both citywide and statewide initiatives that reflect the capacity of community-based organizations to develop political power. The following chapters are included: (1) "The Contemporary Context"; (2) "Moving Schools into the Power Arena"; (3) "Morningside Middle School: Starting a Path for Change"; (4) "Jefferson Davis High School: The Struggle for Reform"; (5) "Ysleta Elementary School: From Parental Engagement to a New School"; (6) "Zavala Elementary School: Learning the Tools of Democracy"; (7) "San Antonio: Building Networks of Reform throughout the City"; (8) "Texas: Alliance Schools throughout the State"; (9) "Resistance to Change"; (10) "The Pursuit of Success"; (11) "'A Great Truth Wants To Be Criticized'"; and (12) "Building Laboratories of Democracy."

(Contains 130 references.) (SLD)

ED 421 212 PS 026 625

Frommer, Eva A.

Voyage through Childhood into the Adult World: A Guide to Child Development. Lifeways Series. Second Edition.

PUB DATE- 94
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Caregiver Child Relationship; Child Behavior; *Child Development; Children; *Developmental Stages; Foreign Countries; Individual Development; Personality; Young Adults
IDENTIFIERS- *Steiner (Rudolf)

Originally written for students at St. Thomas' Hospital in London, this guide to child development offers an overview of child development for parents, teachers, and all adults concerned with raising children. Many of the book's ideas come from direct work with children and draw on Rudolf Steiner's approach to child development. The book's chapters are: (1) "Outer Aspects of Child Development Considered as a Whole"; (2) "The Child from Birth to Three"; (3) "The Child between Three and Six"; (4) "Temperament and Personality"; (5) "Children from Seven to Ten"; (6) "The Years from Eleven to Fifteen"; (7) "The First Adventure into Adult Life--Young People between Sixteen and Twenty"; and (8) "Epilogue: Threshold of Adult Life--21." Contains 92 references and a list of suggested further reading. (EV)

ED 421 231 PS 026 675

Wulczyn, Fred H.; Harden, Allen W.; Goerge, Robert M.
Foster Care Dynamics 1983-1994: An Update from the Multistate Foster Care Data Archive.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 73p.; For 1983-1993 report, see ED 386 286.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Welfare; Children; *Databases; Definitions; Demography; *Foster Care; *Foster Children; Foster Family; Longitudinal Studies; Social Services; State Agencies; *Statistical Data; Tables (Data); Welfare Services
IDENTIFIERS- California; Illinois; Michigan; Missouri; New York; Out of Home Care; Permanency Planning (Foster Care); *Placement (Foster Care); Texas

The Foster Care Data Archive is a database containing foster care career histories for all children placed in state-supervised substitute-care living arrangements in California, Illinois, Michigan, Missouri, New York, and Texas. This update report examines trends in agency caseloads, characteristics of entrants, and duration in care. Part 1 provides a profile of the Multistate Foster Care Data Archive. Part 2 details foster care caseloads, including census figures and caseload change by year. Part 3 describes entry patterns and characteristics of new entrants. Part 4 discusses the duration of spell in foster care. Part 5 presents information on exits from foster care spells. Part 6 covers reentry to substitute care. Findings indicate that the six states demonstrate very different levels of foster care activity. The prevailing trend has been of significant growth in the number of children receiving state-supported care. Infants and young children are the fastest growing age groups in foster care. Much of the recent growth in foster care has been in kinship placements, which have longer duration of care and smaller reentry rates than non-relative placements. Almost two-thirds of children who leave the child welfare system are reunified with their families, with most reunifications occurring within 2 years of the child's initial removal from home. Approximately 10 to 15 percent of foster children leave care to adoption, with children entering care in infancy much more likely than others to be adopted. Over one-third of children stay in care over 30 months. (KB)

ED 421 251 PS 026 717

Fields, Marjorie V.
Your Child Learns To Read & Write.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; *Childrens Writing; Early Childhood Education; *Early Reading; Emergent Literacy; Parent Influence; *Parent Role; Prereading Experience; Primary Education; Reading Readiness; Young Children
IDENTIFIERS- *Beginning Writing; *Early Writing

Organized into five sections, this book discusses how children learn to read and write and provides suggestions for parents on how they can nurture children's growth in these areas. Section 1, "How Children Learn To Read and Write," explains general principles that apply to all early age groups. This section discusses how oral and written language interrelate by comparing a child's progress in learning to talk with progress in learning how to write. The section gives examples of how children learn to read and write from experiencing print-rich environments and being part of a literate society. Guidelines for assisting a child's general-knowledge base and intellectual development are included. The remaining sections of the book discuss age-specific aspects of learning to read and write. These sections are: (2) "Your Infant Starts on the Road to Literacy"; (3) "Your Toddler Becomes Aware of Reading and Writing"; (4) "Your Preschooler Gains Understanding of Print"; and (5) "Your Primary-Grader Begins To Read and Write." (LPP)

ED 421 272 PS 026 768

Kids Count Alaska Data Book: 1997.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 129p.; For 1996 data book, see ED 404 028.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Alaska Natives; Asian Americans; Blacks; Child Abuse; Child Neglect; Child Welfare; *Children; Mortality Rate; Poverty; *Social Indicators; Substance Abuse; Tables (Data); Violence; *Well Being; Whites; Youth Problems
IDENTIFIERS- *Alaska; *Indicators

This second annual Kids Count data book examines statewide trends in the well-being of Alaska's children. The statistical portrait is based on key indicators in six areas: (1) early childhood, including prenatal care, infant mortality, and children with developmental disabilities; (2) economic well-being, including children living in poverty and births to teens; (3) education, including dropout rates; (4) child safety, including child deaths, violent teen deaths, and child abuse and neglect; (5) juvenile justice, including juvenile violent crime; and (6) health risks, including substance abuse and sexually transmitted diseases. Following an introduction providing census information, comparisons of Alaska with national averages (1994) and an illustration of the Kids Count regions in the state, the report details the indicators in the areas mentioned above. Documentation of each of the indicators concludes the report. Among the findings noted: nearly one in five Alaskan children lived in poverty in recent years; although the overall child death rate from all causes is down, the death rate from injuries remains high; and the percentage of high school dropouts in Alaska is below the national average, but dropout rates among Native and Hispanic students are proportionally higher than their school enrollments, while White, Black, and Asian student dropout rates are lower. (HTH)

ED 421 291 PS 026 840

Curriculum Handbook for Parents, 1998-1999: Grade 9. (Second Edition).

PUB DATE- 98
NOTE- 37p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 9 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 9 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Physical Education"; (7) "Health and Personal Life Skills"; (8) "Learner Outcomes in Technology"; (9) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (10) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 309 RC 021 553

Baldwin, Mark K., Ed.

Coming Home: Developing a Sense of Place in Our Communities and Schools. Proceedings of the 1997 Forum (Jamestown, New York, May 16-17, 1997).

SPONS. AGENCY- Annenberg Rural Challenge, Granby, CO.
PUB DATE- 97
NOTE- 58p.; The three major presentations have been separately analyzed, see RC 021 554-556. Photographs may not reproduce adequately. Additional funding provided by the DeFrees Family Foundation, Chautauqua Region Community Foundation, Jessie Smith Darrah Fund, and Loranger Manufacturing Corporation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Environmental Education; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Outdoor Education; *Rural Education; *School Community Relationship; Student Projects
IDENTIFIERS- Annenberg Rural Challenge; Community Based Education; Nature Study; *Place Based Education; Sense of Place

Begun in 1992, the Selborne Project helps teachers, primarily in middle schools, to use the square kilometer around their school as a theme to integrate nature study into the curriculum. The inspiration for the project stemmed from the 18th-century book, "The Natural History of Selborne," in which Gilbert White detailed nature's presence in the daily life of an English village. In 1996, the project came to the attention of the Annenberg Rural Challenge, which supports placed-based education and community connections in rural schools. This proceedings includes presentations and summaries from a 1997 conference on the Selborne Project and place-based education. An introduction by William L. Sharpe gives a brief history of the development of the Selborne Project by the Roger Tory Peterson Institute. Presentations are: (1) "What Education Can and Must Be: A Challenge to Us All" (Walter Cooper); (2) "Place-Based Education: Two Views from the Past" (Jenny Streeter, Helen Bowdoin); (3) "Place Value: Experiences from the Rural Challenge" (Paul Nachtigal); (4) "Summary Remarks" (about sense of place, sustainable communities, and the role of education) (Marty Strange); (5) "Sense of Place Education for the Elementary Years" (David Sobel); and (6) "Summary Remarks" (observations by a Rural Challenge scout of innovative rural school projects) (Barbara J. Poore). Also included are a summary of breakout sessions, description of conference field trips, profiles of conference speakers, list of conference participants, and photographs. (SV)

ED 421 325 RC 021 577

Hepler, Linda
The Characteristics of Rural One-Room Schools in Barbour County, West Virginia, That Represent Characteristics of Rural One-Room Schools in General.
PUB DATE- 98
NOTE- 85p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; *Educational Practices; Elementary Secondary Education; *Institutional Characteristics; *One Teacher Schools; *Rural Schools; School Administration; *School Buildings; State History; Teacher Certification; Teacher Education; *Teaching Conditions; Teaching Experience; Women Faculty
IDENTIFIERS- *West Virginia (Barbour County)

The characteristics of one-room rural schools in Barbour County, West Virginia, are representative of one-room rural school characteristics in general. These include building design and problems; teacher' lives and duties, certification, salaries, and training; scheduling and curriculum; games; punishments; and hot lunch programs. Since one-room schools no longer operate in Barbour County, data included personal communications with people who had taught in or attended the schools. A historical background discusses state school laws from 1642 to 1936. A literature review details general characteristics of rural one-room schools: design, construction, and facilities; restrictions on teachers' private lives; teachers' instructional and extracurricular duties; use of the school as an agency for community change; teacher certification requirements and salaries; establishment of normal schools in West Virginia for teacher training; inservice education; daily scheduling and curriculum in the schoolhouse; games played; undesirable and appropriate punishments; early hot lunch programs; and facility lighting, heating, and ventilation problems. Drawing on personal anecdotes, characteristics of Barbour County's one-room schools are discussed in relation to prevailing characteristics nationwide. Identified benefits of small-scale schooling include: (1) feasibility of democratic practices; (2) accountability of faculty performance; (3) individualized attention to student needs; (4) safe and orderly learning environments; (5) parental access to school leadership, and (6) development of a high-quality curriculum. Contains 35 references. (SAS)

ED 421 345 SE 061 541

Wang, HsingChi A.; Marsh, David D.
Science Teachers' Perceptions and Practices in Teaching the History of Science.

PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Epistemology; *Knowledge Representation; Science Curriculum; *Science History; *Science Instruction; *Science Teachers; *Teacher Attitudes

The purpose of this study was to investigate teachers' perceptions of the instructional role of the history of science and their actual practices of teaching science from an historical point of view. Specifically, this study is intended to answer the following research questions: to what extent do science teachers agree with the proposed instructional approach as it relates to including the elements of the history of science? and, to what the extent to which science teachers' instructional practices as reported match up with the elements of the history of science inclusion? This paper presents a conceptual framework to guide the design of the History of Science Instructional Survey; methodology that includes sampling, instrumentation, and data collection; findings; and conclusions and implications. (Contains 51 references.) (DDR)

ED 421 365 SE 061 687

Santi, Terri

Math Ties: Problem Solving, Logic Teasers, and Math Puzzles All "Tied" to the Math Curriculum. Book A1.

PUB DATE- 98
NOTE- 100p.; Illustrated by Rob Gallerani. For Book B1, see SE 061 688.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Geometry; Intermediate Grades; Mathematics Activities; *Mathematics Instruction; Number Concepts; Probability; *Problem Solving; Teaching Methods; Thinking Skills

This book contains a classroom-tested approach to the teaching of problem solving to all students in Grades 4-6, regardless of ability. Information on problem solving in general is provided, then mathematical problems on logic, whole numbers, number theory, fractions, decimals, geometry, ratio, proportion, percent, probability, sets, and pre-algebra are presented. Answers to all problems are included. A problem-solving portfolio, a math myth's exercise, a matrix of problem-solving concepts, and a matrix of problem-solving strategies are appended. (ASK)

ED 421 388 SO 028 482

Cole, Robert A., Ed.; Vaillant, Janet G., Ed.
Activities for Teaching Russian and Soviet Studies in the High School. Updated Edition.
PUB DATE- 93
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Foreign Countries; *Geography; Global Education; High Schools; Instructional Materials; International Cooperation; International Relations; Multicultural Education; *Russian Literature; Social Studies
IDENTIFIERS- *Russia; *USSR

These teacher-developed activities help the student to gain a greater awareness of the richness of Russian history and the Soviet past. New materials have been added from the original version and much has been updated. The volume is not a full curriculum but can be integrated into existing study of the world region. The book is divided into five sections with 21 activities. Section 1, "Geography: The Natural Environment," contains: (1) "Geography of Russian and the Newly Independent States"; and (2) "Nature and People of the Former Soviet Union." Section 2, "Prerevolutionary Russia," offers: (1) "A Newspaper for Tsar Peter's Russia"; and (2) "The Frontier in Russian and American Thought." Section 3, "Literature of the Imperial Period of Russian History," includes: (1) "Turgenev's 'Fathers and Sons'"; (2) "Gogol's 'The Nose'"; (3) "Gogol's 'The Overcoat'"; (4) "Chekhov's 'The Peasants'"; and (5) "Tolstoy's 'After the Ball.'" Section 4, "The Soviet Period," contains: (1) "Evaluating Sources"; (2) "Stalin's 'Short Course': Analyzing a Document"; (3) "Let History Judge: An Exploration of the Collectivization of Soviet Agriculture"; (4) "Stalin on Trial: An Instructional Resource Unit in Historical Interpretation and Moral Reasoning"; (5) "Comparing Textbook Accounts of World War II and the Cuban Missile Crisis"; (6) "The Soviet Economy"; (7) "Using Primary Source Materials: Readings from Eisenhower and Gorbachev"; (8) "Planning a Student-Generated Unit on Russia and the Newly Independent States"; (9) "Russian-American Self-Images: A Critical Thinking Unit"; and (10) "On to Mars Together?" Section 5, "Literature of the Soviet Period," includes: (1) "Babel's 'In the Basement'"; and (2) "Solzhenitsyn's 'Matryona's Home.'" (EH)

ED 421 412 SO 029 034

Cohen, Barbara
Social Studies Resources on the Internet. A Guide for Teachers.
PUB DATE- 98
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Global Education; Information Networks; *Information Sources; *Internet; Multicultural Education; *Primary Sources; Religion; *Social Studies; United States History; World History

This book focuses on social studies web sites, provides the tools for teachers to incorporate the Internet into the existing curriculum framework, explains how to get started using the Internet, and annotates a large collection of useful resources. The resources are wide ranging and challenging to allow students to think, analyze, and create. There is a collection of primary source documents ranging from the historical canon to government documents to photographs and artwork to real people. The book is divided into 13 chapters, including: (1) "Just the Basics"; (2) "The United States of America"; (3) "Global Studies"; (4) "Canada"; (5) "Latin America"; (6) "East Asia and the Pacific Islands"; (7) "The Indian Subcontinent"; (8) "The Middle East"; (9) "Africa"; (10) "The Former Soviet Union, Eastern Europe, and Central Europe"; (11) "Western Europe"; (12) "Oceania"; and (13) "World Religions." The volume concludes with five appendices that feature 12 web sites to bookmark, citations, how to find pen pals, a sample Internet-based lesson, and advanced research with mailing lists and newsgroups. (EH)

Bragdon, Ann E.
India within World History. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 19p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Foreign Countries; High Schools; *Indians; Modern History; Multicultural Education; Non Western Civilization; Social Studies; *World History
IDENTIFIERS- *India

This paper presents slide narration to accompany eight separate units on India to be used in World History classes or other areas across the curriculum. Units include: (1) "Religion: India's Diverse Temples and Sacred Places"; (2) "Styles of Dress: Shimla to Kerala"; (3) "Traditional Dance in India"; (4) "South India: Kerala & Tamil Nadu"; (5) "The Taj Mahal and Agra Fort"; (6) "Rajasthan"; (7) "Urban India: Bombay, Calcutta, and New Delhi"; and (8) "Village Life & School Visits." The narration is done in conjunction with slides developed by the participant in the Fulbright-Hays Summer Seminars Abroad program in India. (EH)

ED 421 459 SP 038 027

Diem, Richard A.; Martinez, Miriam; Perez, Bertha
Technology and Teacher Education. Restructuring Texas Teacher Education Series 7.
PUB DATE- 98
NOTE- 35p.; Cover Title: "Technology." For other documents in this series, see ED 420 662-663 and SP 038 023-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; Partnerships in Education; Preservice Teacher Education; Professional Development Schools; Teaching Methods
IDENTIFIERS- Texas

This report focuses on the imperative to prepare teachers to understand and use technology. Drawing on the experience of the Texas Centers for Professional Development of Teachers (CPDTs), the report illustrates how CPDTs are exploring models of instruction built on the International Society for Technology in Education (ISTE) standards and incorporating them into teacher education experiences. Section 1 presents a background and overview of technology in Texas teacher education, looking at technology and CPDTs and technology in professional development schools. Section 2 offers snapshots of technology and teacher education, focusing on four different universities. Section 3 presents an in-depth look at one CPDT, highlighting the Center for Educational Development and Excellence (CEDE), one of the largest and best-funded CPDTs. The report concludes that most teacher education institutions have expended enormous amounts of time and energy in acquiring equipment for their students and faculty, with associated training often not fitting the curriculum or the needs of the students. During the past 5 years, the CPDTs have begun to deal with this issue in a collaborative model that has benefitted both preservice and inservice teachers and their students throughout Texas. The report presents eight recommendations for how schools of education can infuse technology into curricula and prepare teachers who can use technology in their professional practice. (Contains 11 references.) (SM)

ED 421 479 SP 038 052

Glassford, Larry A.
Meeting the Needs of Future Teachers: Curricular Changes for Preservice Programs from Implications of Secondary Teachers' Perceptions of Recent Changes in Ontario Schools.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Canadian Association for Teacher Education (St. John's, Newfoundland, Canada, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Change; Foreign Countries; Higher Education; Preservice Teacher Education; Secondary Education; *Secondary School Teachers; Teacher Attitudes
IDENTIFIERS- *Ontario

This paper discusses how preservice teacher education programs can be improved to better service teacher candidates. This paper examines a study of teachers from nine Ontario secondary schools regarding the impact of change on their work lives. The study involved 130 survey questionnaires and 45 structured interviews. This paper focuses on information from teachers with at least 10 years of experience (36 questionnaires and 12 interviews) to determine indications of particular success or failure in dealing with change that might be traced to their initial preservice education programs. More than three out of five teachers did not have pleasant experiences with change in their profession. Just over 51 percent agreed that teachers were unprepared for change, and about 75 percent believed that teachers were not in control of change. Just over 52 percent believed that change made teaching less satisfying. Almost 62 percent agreed that change had a negative impact on time allocation and use. About 84 percent agreed that change in the years ahead will transform the work lives of teachers. Despite largely negative personal encounters with change to their professional lives, these teachers fully realized that major innovations and alterations were coming. Comparison of teachers with less than 10 years and more than 10 years of experience showed a few variations, though in most categories the responses were similar. Fewer of the newer teachers felt unprepared for change or that change made teaching less satisfying. (Contains 5 tables of questionnaire response percentages and 12 references.) (SM)

ED 421 497 TM 028 456

Law, Nancy
Implementing Standards-Based Multiple Measures for IASA, Title I Accountability Using Sacramento Achievement Levels Test (SALT).
PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Achievement Tests; *Educational Assessment; Elementary Education; School Districts; *Standards; State Programs; *Testing Programs
IDENTIFIERS- California; *Improving Americas Schools Act 1994 Title I; Sacramento City Unified School District CA

Under the Improving America's Schools Act (IASA), Title I programs are evaluated using standards-based multiple measures. In California, school systems would like to use state standards for the evaluation, but state performance standards are still under development and content standards are very new. The Sacramento City Schools (California) has recently revised its earlier content standards statements to meet the higher state standards now in place, and the school district is working on its performance standards to measure how well it meets the content standards. The Sacramento schools will use the newly adopted State Testing and Reporting (STAR) test in 1998, but it will also use the district's own achievement test, the Sacramento Achievement Levels Test (SALT) for students in grades 4 through 8. The development and use of the SALT tests are described. Emphasis will be on the STAR data for district accountability, but the SALT test information will be used to compare student achievement this year with that of last year. The SALT will probably be a part of the multiple measures mandate of IASA Title I accountability in the future even though STAR becomes the single accountability measure of school and student achievement in 1997-98. Three attachments present a chart of the district's assessment patterns, a description of the kindergarten standard assessment program, and a description of the intermediate grades assessment program. (SLD)

ED 421 516 TM 028 841

Bourque, Linda B.; Fielder, Eve P.
How To Conduct Self-Administered and Mail Surveys. The Survey
Kit, Volume 3.
PUB DATE- 95
NOTE- 223p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; *Data Collection; Educational Research; Evaluation Methods; Evaluation Utilization; *Mail Surveys; *Questionnaires; Reliability; Research Design; *Research Methodology; Sampling; *Test Construction; Validity
IDENTIFIERS- *Self Report Measures; Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, third in the series, demonstrates how to develop and administer self-administered and mail surveys. Areas covered are the kinds of self-administered questionnaires, the circumstances under which they are appropriately used, and the skills needed to design them, estimate their costs, select appropriate samples, and document the decisions made. Follow-up procedures for nonrespondents are also explained. The following chapters are included: (1) "Overview of Self-Administered Questionnaires"; (2) "Content of the Questionnaire"; (3) "'User-Friendly' Questionnaires and Response Categories"; (4) "Format of the Questionnaire"; and (5) "Implementation." A list of 35 annotated sources for further reading is attached. (Contains 2 examples and 16 figures.) (SLD)

ED 421 534 TM 028 860

Parshall, Cynthia G.; Kromrey, Jeffrey D.; Chason, Walter M.
Comparison of Alternative Models for Item Parameter Estimation with Small Samples.
PUB DATE- 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Psychometric Society (Banff, Alberta, Canada, June 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Estimation (Mathematics); *Item Response Theory; Models; *Reliability; *Sample Size; Simulation
IDENTIFIERS- ACT Assessment; *Item Parameters

The benefits of item response theory (IRT) will only accrue to a testing program to the extent that model assumptions are met. Obtaining accurate item parameter estimates is a critical first step. However, the sample sizes required for stable parameter estimation are often difficult to obtain in practice, particularly for the more complex models. One approach is to use modified item response models, which may be constructed so additional parameters (e.g. more than one) are included in the model, while limiting estimation. This study investigated several modified IRT models across differing sample sizes and test length in terms of their relative efficiency, accuracy, and precision. Simulated data were generated from the American College Testing program mathematics test. For some of the analyses, performance of the models tended to converge at the larger sample sizes, but at the smaller samples, the modified models displayed some important performance differences relative to the unconstrained models. The strongest pattern of results was for models that displayed the best fit within samples to display the poorest stability across samples. Conversely, models that demonstrated good stability across replications tended to be associated with relatively poorer fit within replications. (Contains 3 tables, 5 figures, and 22 references.) (Author/SLD)

ED 421 554 UD 031 801

Desiderio, Mike
A Review of Studies Evaluating the Effectiveness of Magnet Middle Schools in Meeting Societal and Educational Goals.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Annual Conference of the American Association of Teaching and Curriculum (3rd, San Antonio, TX, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Students; Desegregation Methods; Educational Objectives; Effective Schools Research; Higher Education; Intermediate Grades; Junior High Schools; *Magnet Schools; *Middle Schools; *Outcomes of Education; Program Effectiveness; School Desegregation; *School Effectiveness; Student Attitudes; *Urban Schools

To determine the effectiveness of magnet middle school programs, a search was initiated for documents from magnet school evaluations. In addition, some students who had attended magnet middle schools were interviewed about their experiences. Most evaluations of magnet middle schools were reports written for local school boards. Evaluations were found for Boston (Massachusetts), Charlotte-Mecklenberg (North Carolina), Chicago (Illinois), Fort Worth (Texas), Houston (Texas), Kansas City (Missouri), and New York (New York). With the exception of the program evaluation from Kansas City, the reports describe magnet schools that were successful. Some of the traits these programs had in common were: (1) committed faculty and administration; (2) parental participation; (3) high expectations for student achievement and willingness to work for this end; (4) seeking to decrease school segregation; and (5) school-wide implementation of the magnet theme. Interviews with three college students who had attended magnet middle schools showed that students appreciated their experiences and learned from them. These students thought that the magnet middle schools had helped prepare them for future studies. (Contains 36 references.) (SLD)

ED 421 570 UD 032 421

Ng, Wendy L., Ed.; Chin, Soo-Young, Ed.; Moy, James S., Ed.; Okihiro, Gary Y., Ed.
Reviewing Asian America: Locating Diversity. Association for Asian American Studies Series.
PUB DATE- 95
NOTE- 214p.; Based on papers selected from the Annual Meeting of the Association for Asian American Studies (9th, San Jose, CA, May 27-31, 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Asian Americans; Asian Studies; *Cultural Awareness; Cultural Differences; Diversity (Student); Elementary Secondary Education; Higher Education; *Literature; Multicultural Education; *Racial Discrimination; Stereotypes; Teaching Methods

The 18 essays in this collection explore views of Asian American diversity and race relations, and address issues of representation, providing perspectives of academics, writers, and activists. They explore many questions raised by the complex nature of race relations and the relationship of Asian Americans within U.S. society. Although many of the essays touch briefly on education for Asian Americans, several are of particular interest to educators. The first, "Embracing Diversity: A Pedagogy for Introductory Asian American Studies Courses," by Lane Ryo Hirabayashi and Malcolm Collier, is a description of an approach to teaching Asian American studies through paper assignments and panel activities. Three pieces examine some of the strategies used by Asian Americans to achieve voice through literature and to study the cultural expressions of Asian Americans. These are: (1) "Different Silence(s): The Poetics and Politics of Location (Traise Yamaoto); (2) "Claiming Land, Claiming Voice, Claiming Canon: Institutionalized Challenges in Kingston's 'China Men' and 'The Woman Warrior'" (Rachel Lee); and (3) "Trickster Strategies: Challenging American Identity, Community, and Art in Kingston's 'Tripmaster Monkey'" (Sharon Suzuki-Martinez). Two essays consider how Asian American voices will be heard and acknowledged in what is taught to all students: "The Margin at the Center, the Center at the Margins: Acknowledging the Diversity of Asian American Poetry" by David Mura and "The Representation of Asian American Poetry in 'The Heath Anthology of American Literature'" by George Uba. "The State of Asian American Studies in Wisconsin" by Amy Ling and "From Different Shows Again" by Peter N. Kiang explore the condition of Asian American studies in universities east of California. Each chapter contains references. (Contains four figures and two tables.) (SLD)

ED 421 587 UD 032 439

Bickmore, Kathy
Teaching Conflict and Conflict Resolution in School: (Extra-)
  Curricular Considerations.
PUB DATE- 97
NOTE- 27p.; Paper presented at Connections '97 International
  Social Studies Conference (Sydney, New South Wales, Australia,
  July 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Citizenship Education; Conflict; *Conflict
  Resolution; *Democracy; Educational Environment; Elementary
  Secondary Education; Foreign Countries; High Risk Students;
  Interpersonal Communication; Minority Groups; Peace;
  Prevention; Teaching Methods; *Violence

Schools can play an important part in helping diverse young people see themselves as citizens. This paper examines a broad range of school-based learning opportunities that influence young people's development of knowledge and inclinations for handling conflict. The ingredients for conflict resolution can be taught. Like violence, nonviolence is a learned behavior. As public concern over violence increases, school leaders often respond with what has been called "negative peacemaking," the premature use of bargaining or settlement procedures before underlying problems have been solved or understood. The goal is avoidance, not problem solving. In contrast, "positive liberty" procedures involve the presence of active democratic participation. These alternative emphases in education for citizenship are the conceptual framework for reviewing the research on a range of school-based conflict resolution training programs to examine the relative space given to negative peacemaking and positive liberty in school practices. Violence prevention and anti-bullying programs generally involve narrowly focused training in social skills and anger management. Many of these interventions single out particular populations, disproportionately ethnic minority males, considered to be "at-risk." School peer conflict resolution programs are popular, and, if properly presented, can move beyond negative peacemaking to broaden the positive liberty students experience. Making student governance activities relevant gives students the opportunity to engage in democratic decision making and helps develop an understanding of conflict and its resolution. Conflict resolution may be taught explicitly. Controversial subject matter may be damaging to some students without careful attention to inclusive and respectful instructional processes, but the inclusion of controversial and conflictual questions can bring previously silenced young people into pedagogical conversations. Conflict resolution can easily be infused into literature, mathematics, and science classes as well as the social studies area to which it has been traditionally assigned. Important opportunities for long-term conflict management learning exist in the everyday processes of a school community. If students have positive liberty, they can develop the skills they need to participate in the nonviolent management of conflict as citizens. (Contains 131 references.) (SLD)

ED 421 606 UD 032 461

Fried, Suellen; Fried, Paula
Bullies & Victims: Helping Your Child through the Schoolyard Battlefield.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bullying; *Child Abuse; Elementary Secondary Education; *Peer Relationship; *Prevention; *School Safety; *Violence

The purpose of this book is to encourage children and adults in partnership to mobilize and put the prevention of bullying on the national agenda. Some teasing in childhood is inevitable, and it can be an important preparation for life. However, there is a point when teasing stops being helpful or playful, when it becomes humiliating or emotionally abusive, and when the victim requires protection from the teaser. If a certain level of teasing is inevitable, it is necessary to teach children to deal with it more confidently. The first step is to raise the child's awareness of when he or she is being bullied, when teasing constitutes abuse. A survey of 82 adults showed that 82% felt that they had experienced bullying abuse as children, and 31% of these respondents said the harm had been physical abuse. Forty-two percent of these respondents said that they themselves had treated others in ways that were harmful. The discussion is presented in the following chapters: (1) "The Case of Nathan"; (2) "Understanding the Dimensions of Bullying"; (3) "Physical Abuse"; (4) "Verbal Abuse"; (5) "Emotional Abuse"; (6) "Sexual Abuse"; (7) "Sibling Abuse"; (8) "Bullies and Victims"; (9) "Empowering Children"; (10) "Strategies for Adult Intervention"; (11) "Solutions and Successful Models"; and (12) "Challenges for Prevention." The prevention of violence in our society is inextricably linked to the prevention of child abuse. There are a number of strategies that can be adopted, including conflict resolution training, education to prevent prejudice based on race or ethnicity, and gun control. Five appendixes contain a list of 12 resources, the peer abuse survey form, a sample school board antibullying policy, Minnesota's Multicultural and Gender-Fair Curriculum Rule, and a harassment and violence prevention policy. (SLD)

ED 421 215 PS 026 636

Cutting, Elizabeth
Supporting Parents, Supporting Parenting: First Year Report. Identifying the Support Needs of Parents and Families in Four Communities in Scotland.
PUB DATE- 98
NOTE- 48p.; Support received from the National Lottery Charities Board.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Rearing; Children; *Family Needs; Foreign Countries; Information Needs; *Needs Assessment; Parent Child Relationship; *Parenting Skills; Parents; *Poverty; Program Descriptions; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Family Resource and Support Programs; Family Support; Parent Needs; Save the Children Fund; Scotland

Family social isolation, conflicting workplace demands, inadequate and unaffordable child care, and parent and child needs have strained family life and have led to calls for parent support programs in Scotland. This report describes Year 1 of the Positive Parenting Project, designed to support parents in combating the effects of poverty in four disadvantaged communities in Scotland. A combination of qualitative and quantitative methods was used to evaluate the project, including interviews with parents and key informants, focus group discussions, questionnaires, and diaries. During Year 1, the evaluation focused on analyzing needs and assessing how those needs could be addressed, with baseline reports and community profiles developed for each community. Over 300 parents were consulted to articulate their concerns and contribute to project design and planning. Parents identified a range of issues, including the need for coordinated information on available services and resources, information on child development, and effective ways of forming closer relationships with their children's schools. Findings indicated that parents felt that the support they had received increased their self-awareness and reduced feelings of isolation and being overwhelmed. Parents identified parenting courses as a negative concept and were reluctant to participate because the courses were associated with labels of bad parenting. Collaboration among agencies was the most effective way of reaching parents. Providing child care was essential to parent participation. The report notes that difficulties in reaching fathers require specific strategies targeted at this group. (Contains 50 references.) (KB)

ED 421 234 PS 026 683

Coltoff, Philip
Community Schools: Education Reform and Partnership with Our Nation's Social Service Agencies. An Issue Brief.
SPONS. AGENCY- Children's Aid Society, New York, NY.
PUB DATE- 98
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Change Strategies; *Community Schools; Economically Disadvantaged; *Educational Change; Educational Improvement; Educational Needs; Elementary Secondary Education; Poverty Programs; *School Community Relationship; *Social Services; Welfare Agencies; Welfare Recipients
IDENTIFIERS- *School Based Services

Noting that educational achievement has a social context, this publication advocates the creation of community schools that integrate welfare services and education to ensure that the health and emotional needs of disadvantaged children are met, thereby ensuring a level ground for these children's education. The role of the community and of social service agencies in bringing about this school reform is considered, as is the importance of the social context in providing for a child's educational needs. A case study is presented of a partnership between the Children's Aid Society and the New York City Board of Education to institute reforms in a vibrant community in urgent need of services. The model combines innovative academics with full child and family services. (JPB)

Widome, Mark D., Ed.
Injury Prevention and Control for Children and Youth. Third Edition.
PUB DATE- 97
NOTE- 468p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accident Prevention; Accidents; Adolescents; Agricultural Safety; *Child Health; *Children; Guidelines; *Injuries; Occupational Safety and Health; Risk Management; *Safety; Safety Equipment; School Safety; Traffic Safety
IDENTIFIERS- *Child Safety

This book was compiled for pediatricians and others who are interested in the control of pediatric injuries. The manual's three sections are: (1) "The Field of Pediatric Injury Prevention and Control," which provides a broad overview of the field and highlights the roles of the pediatrician in the control of injuries and a developmental approach to adolescent injury control; (2) "Injury Control in Specific Settings," which looks at injury prevention at home, at school, in the workplace, and on the farm; and (3) "Specific Topics," which covers topics related to the mechanism of injury or to specific products. Topics in this section are: (1) violence; (2) motor vehicles; (3) water safety; (4) fires and burns; (5) firearms; (6) mechanical airway obstruction; (7) product safety; (8) toy safety; (9) sports safety; (10) recreational activities and vehicles; and (11) injuries caused by animals. The book's seven appendices include mortality data, a guide to federal government involvement in injury control, and an introduction to available American Academy of Pediatrics materials. All chapters contain references. (LPP)

ED 421 275 PS 026 773

Shultz, David
Improving Student Organization through the Use of Portfolios.
PUB DATE- 98
NOTE- 61p.; Action Research Project, Saint Xavier University and Skylight Training and Publishing Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Change Strategies; Grade 7; *Homework; Junior High School Students; Junior High Schools; Middle Schools; Parent Participation; *Portfolio Assessment; Program Effectiveness; Questionnaires; Student Attitudes; Student Improvement
IDENTIFIERS- *Middle School Students; *Organizational Skills

This report describes a project designed to decrease the number of missing, incomplete, and late assignments of seventh-grade students in a middle school science class. The students attended a small parochial school in a suburb of a large midwestern city. The students' problems with organization were documented through anecdotal records; surveys administered to students, teachers, and parents; and a review of the teacher's gradebook from the previous semester. Analysis of the problem and review of the literature resulted in the development of mini-lessons on organizational skills, which were taught during the first month of school, and implementing student portfolios as a tool to help the students develop organizational skills. To determine the effectiveness of the intervention, the number of completed and prompt assignments was compared to the previous year's. Test percentages for the seventh-graders were averaged and were also compared to the students' scores from the previous year. A rubric was used to assess the portfolios. Finally, the students' and parents' perceptions of the effectiveness of the intervention were gathered using reflection sheets. Based on an analysis of the data gathered, it appears that the mini-lessons and use of student portfolios improved the students' organization and their academic performance. Evidence for this finding includes the students' and parents' comments and students' improved test scores. In addition, students were able to put together portfolios with over 90% of their classwork, and they were able to find information from these portfolios when it was needed for a test or for putting together a final portfolio. Improved organizational skills were also reflected in the increase in homework that was at least partially prepared on the due date. (Seven appendices include the questionnaires, students' list of desired student attributes, and the portfolio rubric. Contains 31 references.) (LPP)

ED 421 294 PS 026 843

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 1. Second Edition.

PUB DATE- 98
NOTE- 34p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school.

This handbook provides parents with information about the Grade 1 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 311 RC 021 555

Nachtigal, Paul
Place Value: Experiences from the Rural Challenge.

PUB DATE- 97
NOTE- 6p.; In: "Coming Home: Developing a Sense of Place in Our Communities and Schools. Proceedings of the 1997 Forum"; see RC 021 553.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Educational Change; Educational Philosophy; Elementary Secondary Education; Experiential Learning; Public Education; *Public Policy; *Role of Education; *Rural Education; *School Community Relationship; Service Learning
IDENTIFIERS- *Annenberg Rural Challenge; *Place Based Education; Reform Efforts; Sense of Place

In 1993, Ambassador Walter Annenberg gave $500 million to address issues of school reform in the United States. A portion of this, known as the Rural Challenge, was dedicated to rural school reform. The four aspects of the Rural Challenge--a grants program, public policy initiative, public engagement effort, and large evaluation--provide a framework for reexamining some fundamental questions about the purposes and processes of education. Three central issues are addressed: "what is education for?", "whose interests are being served?", and "who gets the say about what happens in public schools?" Current thinking holds the purpose of education to be economic competitiveness and gain, which benefits those who play the stock market. The agenda for public education has increasingly moved away from local communities to the state and national level. The overall effect has been to educate rural students to leave their communities to find work. The Rural Challenge proposes that the purpose of education should be the health of the community, rather than individual career achievement. This requires place-based education, which connects schools and communities to local natural and cultural resources, thus grounding the curriculum in that local place. The 24 Rural Challenge projects are developing place-based education. These projects show that when students learn in and about their community, they contribute directly to the viability of that community. The real challenge lies in using these experiences to shape public policy in order that the rules and regulations that stifle a more powerful approach to learning may be changed. (TD)

ED 421 327 RC 021 599

Priest, Simon; Gass, Michael A.
Effective Leadership in Adventure Programming.
PUB DATE- 97
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adventure Education; Educational Philosophy; *Educational Principles; Educational Strategies; *Experiential Learning; Group Dynamics; Higher Education; Outdoor Education; *Outdoor Leadership; Skills; Teaching Methods; Textbooks; Theory Practice Relationship; *Transfer of Training

IDENTIFIERS- *Facilitators; Professionalism

Organized as a text for undergraduate and graduate students, this book presents the principles and practices of outdoor leadership in a variety of adventure applications: recreational, educational, developmental, and therapeutic. The introduction addresses the need for effective outdoor leadership and examines current research. Part I, "Foundations of Adventure Programming," discusses the philosophy and history of adventure programming, individual behavior and motivation, and group development and dynamics. Part II, "Practical and Organizational Skills for Outdoor Leaders," addresses technical skills, safety skills, environmental skills, trip planning, and risk management. Part III, "Instruction in Adventure Programming," defines the rationale and educational models for experiential education, instructional methods, and teaching models. Part IV, "Facilitation in Adventure Programming," defines the facilitation process, which enhances the learning experience and enables participants to transfer learning to their daily lives; gives basic and advanced facilitation techniques; and describes facilitator roles in assessing needs, maintaining neutrality, dealing with resistance, and eliciting feedback. Part V, "Metaskills for Outdoor Leaders," addresses flexible leadership style, effective communication, experience-based judgment, problem solving, decision making, and professional ethics. The final chapter includes information on trends and issues in the field related to growth, technology, burnout, professionalism, and research. Every chapter ends with four sections: "effective outdoor leaders should...," a summary, questions to think about, and references. Includes many figures and author and subject indexes. (SAS)

ED 421 347 SE 061 543

Savelsbergh, Elwin R.; Ferguson-Hessler, Monica G. M.; de Jong, Ton

The Importance of an Enhanced Problem Representation: On the Role of Elaborations in Physics Problem Solving.

PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the European Conference on Learning and Instruction (7th, Athens, Greece, August 26-30, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Course Content; *Curriculum Development; *Educational Change; Foreign Countries; Higher Education; Knowledge Representation; Learning Strategies; Learning Theories; *Physics; *Problem Solving; Science Curriculum; Secondary Education
IDENTIFIERS- Netherlands

This study of physics problem-solving identifies reasoning mechanisms that enable the problem-solver to achieve the transformation to a physics structure of the problem situation. Elaboration is explored as a mechanism in fulfilling this transformation by providing beginning problem-solvers with elaborations that they failed to infer. A card sorting experiment was employed in which two versions of physics problem descriptions had to be sorted. A comparison is made between proficient and weak students. Findings provide evidence that the reasoning processes in weak students may be qualitatively different from the reasoning processes in proficient students, and that the major problem for weak problem-solvers is not that they do not know problem types but rather that they fail to elaborate on a given situation properly. (Contains 42 references.) (DDR)

ED 421 368   SE 061 702

Howie, Sarah

Mathematics and Science Performance in the Middle School Years in South Africa: A Summary Report on the Performance of South African Students in the Third International Mathematics and Science Study (TIMSS).

PUB DATE- 97

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Foreign Countries; Intermediate Grades; Junior High Schools; *Mathematics Education; *Middle Schools; *Science Education; *Standardized Tests

IDENTIFIERS- *South Africa; *Third International Mathematics and Science Study

The Third International Mathematics and Science Study (TIMSS) is the largest and most ambitious international study of mathematics and science achievement ever undertaken, with more than 500,000 school students in 45 countries being tested in mathematics and science at five different school year levels. South Africa is the first country in Africa to have participated in and successfully completed such a comprehensive international survey in science and mathematics education. This report provides detailed information about TIMSS and highlights the results related to South Africa. Data are presented in 21 tables and charts. (Contains 17 references.) (ASK)

ED 421 389 SO 028 504

Burton, Frances D.
Multimedia in Anthropology: A Guide to the Nonhuman Primates.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; *Computer Assisted Instruction; Computer Uses in Education; Computers; Educational Media; Foreign Countries; Higher Education; Hypermedia; Interactive Video; Mass Media; *Multimedia Instruction; *Multimedia Materials; *Primatology; Undergraduate Study; Zoology
IDENTIFIERS- University of Toronto (Canada)

This paper describes a primatology project using computer assisted learning and interactive multimedia to help students at the University of Toronto (Canada) learn about non-human primates. The purpose of the interactive program is to present the "natural history" of the majority of the 200-plus species of non-human primates in constant association with that species' portrait and a map of its distribution. Nine categories of information are grouped under the major headings of Attributes, Ecology, and Social Behavior. The paper describes the procedures for accessing information in the multimedia package and discusses pedagogical considerations of active learning and image association. The program is intended to be an adjunct to an introductory course, used in conjunction with lecture and other instructional styles with an introduction to research. Still in the experimental stage, this multimedia program has not been formally tested. Costs and expenditures are discussed. (EH)

ED 421 413 SO 029 037

Cremin, Denise R.
Description and Explanation of "Photo Essay." Information and Correspondence Regarding Formation of Educational Exchange between Newton North High School and La Escuela Preparatoria de la Universidad de Guanajuato. Fulbright-Hays Summer Seminar Abroad 1997 (Mexico).
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Exchange; Culture Contact; Ethnic Groups; *Exchange Programs; Foreign Countries; *International Cooperation; *International Education; Latin Americans; *Mexicans; Multicultural Education; Secondary Education
IDENTIFIERS- *Mexico

This paper provides the text, both introduction and more detailed description, of a "photoessay" photoessay developed by a participant in the Fulbright program in Mexico. The "photoessay" was presented at the participant's school. Viewers comments are included in the paper. The paper also briefly describes an educational exchange between the participant's school, Newton North High School, in Newton, Massachusetts and La Escuela Preparatoria de la Universidad de Guenajuato, a school in Mexico. (EH)

ED 421 438 SO 029 086

Gilmore, Elsie
Incredible Diversity: A Unit on Indian Literature. Fulbright-Hays
  Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 52p.; For other curriculum project reports by 1997 seminar
  participants, see SO 029 067-086. Seminar title: "Continuity
  and Change: India on the Threshold of the 21st Century."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Foreign
  Countries; High Schools; *Indians; Instructional Materials;
  Modern History; Multicultural Education; Non Western
  Civilization; *World History; World Literature
IDENTIFIERS- *India; Markandaya (Kamala); *Nectar in a Sieve

This paper describes a unit in a high school world literature course which focuses on non-Western literature. The novel on India to be included is "Nectar in a Sieve" by Kamala Markandaya. The 15-day unit includes worksheets and focus questions for research. Additional novels are suggested with a rationale presented as to why the Markandaya novel was chosen. (EH)

ED 421 460 SP 038 028

Provenzo, Eugene F., Jr.; McCloskey, Gary N.
Schoolteachers and Schooling: Ethoses in Conflict. Social and Policy Issues in Education: The David C. Anchin Series.
PUB DATE- 96
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Power Structure; Professional Autonomy; *Teacher Attitudes; Teachers; *Teaching (Occupation)
IDENTIFIERS- Ethos

This book pursues empirical and qualitative inquiries about teachers and the meaning they find in their work. Data come from research conducted in 1984-1985. The study examined various themes and issues on how teachers' attitudes have remained constant or changed in the 2 decades following a similar study. Interviews with teachers as part of the National Institute of Education study were the main source of information. In the study, principals and classroom teachers from all grade levels and socioeconomic levels were surveyed and historical data were collected. The book's 9 chapters discuss the following: (1) "Teachers and a Changing Society: 1964-1984"; (2) "The New Ethos of Schooling and Strains on Teachers"; (3) "The Freedom to Teach"; (4) "Teacher's Freedom and Educational Choice"; (5) "The Authority to Teach"; (6) "Teachers' Authority in the New School Culture"; (7) "The Power to Teach"; (8) "Teachers' Power in a Negotiated Environment"; and (9) "Conclusion: Facing the Structural Strains of the Occupation." The book concludes that teaching contains constants that transcend different historical periods in important ways. For example, the fact that teaching as an occupation emphasizes psychic rather than material rewards reinforces teachers' individualistic orientations. However, teachers' ability to exercise what they regard as the freedom, authority, and power appropriate for their work has been greatly affected since the mid-1960s as the ethos of schooling has been changed and redefined. Two appendixes contain interview questions and interviewees' citations. (Contains 79 references.) (SM)

ED 421 480 SP 038 091

Massey, Marilyn S.
Promoting Stress Management: The Role of Comprehensive School Health Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Health; *Comprehensive School Health Education; Curriculum Development; Daily Living Skills; Elementary Secondary Education; *Health Promotion; *Integrated Services; *Stress Management; *Stress Variables
IDENTIFIERS- ERIC Digests

This Digest examines how Comprehensive School Health Programs (CSHPs) may promote stress management in children and adolescents. CSHPs contain four key elements. The first element, community participation and focus, can be achieved through school health newsletters, health fairs, local newspaper, radio, and television promotions, and guest speakers. The second element, school environment, encompasses the physical setting, policy and administrative environment, psychosocial environment, and health promotion for staff. The third element, education, comprises school-based life skills programs that focus on such strategies as relaxation, problem solving, and positive perspectives. The final element, school services, provides counseling, psychological and social services, nutrition and food services, comprehensive family services, and needed medical treatments. Curricular areas that offer opportunities for curriculum infusion include health education, physical education, language arts, social studies, science, art, and music. (Contains 14 references) (LL)

ED 421 498 TM 028 457

Price, Larry R.; Oshima, T. C.

Differential Item Functioning and Language Translation: A Cross-National Study with a Test Developed for Certification.

PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Cross Cultural Studies; *Cultural Differences; Diving; International Studies; *Item Bias; Tables (Data); Test Construction; *Test Format; Test Items; *Translation
IDENTIFIERS- Item Bias Detection; *Japanese People

Often, educational and psychological measurement instruments must be translated from one language to another when they are administered to different cultural groups. The translation process often necessarily introduces measurement inequivalence. Therefore, an examination may be said to exhibit differential functioning if the test provides a consistent advantage to one particular race or culture through the manner in which the test items are written. One thousand American and 1,134 Japanese entry-level examinees participating in a scuba diving certification course took a standardized criterion mastery test for certification. The parametric framework Differential Functioning of Items and Tests (DFIT) proposed by N. Raju, W. van der Linden, and P. Fleer (1992) was used to detect differential item functioning (DIF). Out of a total of 30 items, 10 were found to exhibit significant noncompensatory DIF. Differential test functioning was also found to be significant. This paper demonstrates that the new DFIT technique can be applied successfully to the translated data, and that possible causes for the differential functioning can be examined using results from the DFIT analysis. (Contains 3 figures, 5 tables, and 25 references.) (Author/SLD)

ED 421 518 TM 028 843

Fink, Arlene
How To Design Surveys. The Survey Kit, Volume 5.
PUB DATE- 95
NOTE- 73p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; *Data Collection; *Educational Research; Evaluation Methods; Evaluation Utilization; Experiments; Observation; Questionnaires; *Research Design; Research Methodology; *Surveys; *Test Construction; Validity
IDENTIFIERS- Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, fifth in the series, guides the reader in selecting and using appropriate survey designs. The following specific objectives are met in this volume: (1) describe the major features of high-quality survey systems; (2) identify the questions that structure survey designs; (3) distinguish between experimental and observational designs; (4) explain the characteristics, benefits, and concerns of designs that include concurrent controls with and without random assignment, self- and historical controls, and cross-sectional, cohort, and case-control designs; (5) identify the risks to internal validity; and (7) identify the risks to a design's external validity. The chapters are titled "Useful Surveys" and "Classification of Designs for Surveys." An annotated list of five additional readings is provided. (Contains 18 examples and 5 figures.) (SLD)

ED 421 537 TM 028 863

Chauvin, Sheila W.; Bowdish, Bruce E.
An Exploratory Factor Analysis To Establish the Construct Validity of the Teaching and Learning Environment Questionnaire (TLEQ).
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Computer Assisted Instruction; *Construct Validity; Data Collection; *Educational Environment; Higher Education; Medical Education; *Medical Students; *Student Attitudes; *Test Construction; Test Use; Test Validity
IDENTIFIERS- *Exploratory Factor Analysis; Problem Based Learning

A student perceptions measure of college and university classroom learning environment was developed to reflect the dynamic interplay among contextual variables and accommodates theoretical and practical applications in light of logistical concerns found in such complicated educational settings as a medical school. The 18-item Teaching and Learning Environment Questionnaire (TLEQ) was developed using elements of effective teaching and learning processes documented in the professional literature. The sample included all second year medical students in a medical school in 2 years, for a total of 296 participants (345 usable questionnaires). The TLEQ was administered in pharmacology and pathology courses in five instructional settings, including problem-based learning and computer-assisted learning, using one of four data collection formats. Results suggest that the TLEQ is a flexible and easy-to-administer measure of students' personal perceptions of classroom learning environments that has the potential to contribute substantially to faculty and instructional development efforts in medical schools specifically and in other professional schools in general. The TLEQ reflects marker variables for two distinct factors that clearly define the nature of effective postsecondary classroom learning environments. One represents teaching and learning context and the other represents learner involvement. (Contains 3 tables and 28 references.) (SLD)

ED 421 556 UD 032 407

Woo, Annie
Lessons and Challenges from a Culture and Gender Responsive School-Based Youth Program: Project Da Da Kidogo.
PUB DATE- 98
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Black Students; Counseling; *Cultural Awareness; *Females; Middle Schools; Peer Relationship; Prevention; Program Development; Secondary Education; Secondary School Students; *Social Services; *Youth Programs
IDENTIFIERS- African Americans; Case Management; Middle School Students; *Oregon (Portland)

Project Da Da Kidogo is an innovative and culturally specific program based on the African proverb "It takes an entire village to raise a child." The program provides a wide range of services to meet the academic, social, cultural, and recreational needs of the young African American women in the community. The program focuses on peer group, individual, and family domains, and uses a holistic case-managed approach to services. This paper presents the evaluation of Project Da Da Kidogo in its fourth year, identifying the counseling needs of the African American female adolescents in the community, the use of the counseling services provides by the project, and identifying emerging issues in the area of minority counseling. The target population was African American adolescent females in the north and northeast quadrant of urban Multnomah County (Oregon), the area that includes Portland and Gresham. Services were offered at a middle school, a high school, and a drop-in center. The proposed sample was set at 40 participants, and the actual sample was 38 in the evaluation year. Participants completed a survey of behavior, a sense of self survey, and the Child Assessment Checklist. Evaluation results indicate that the program's main accomplishment has been the development and orientation of the program in the two schools. Survey responses show that the program has been well received by participants, and that it has been helpful in educating students about substance use issues and communication skills. The program enhanced protective factors and reduced risk factors for the participants, who received enrichment experiences and emotional support. There is a strong consensus that the program helps provide a strong and effective prevention program for dropout and pregnancy. (Contains 5 figures and 12 tables.) (SLD)

ED 421 571 UD 032 423

Vegas, Emiliana; Murnane, Richard J.; Willett, John B.
From High School to Teaching: Many Steps. Who Makes It?
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Career Choice; College Students; *Disadvantaged Youth; Educational Attainment; Elementary Secondary Education; Employment Patterns; *Ethnicity; *High School Students; Higher Education; Minority Groups; Prediction; *Racial Differences; Tables (Data); *Teacher Recruitment; *Teaching (Occupation)
IDENTIFIERS- High School and Beyond (NCES)

The role of race and ethnicity in predicting who becomes a teacher was the subject of a study that used data from the sophomore cohort of the High School and Beyond study, a longitudinal survey that interviewed participants in 1980, 1982, 1984, 1986, and 1992. The focus was on the impact of academic skills into entry into teaching. Four dichotomous outcome variables were used: (1) graduation from high school; (2) entry into college; (3) graduation from college; and (4) entry into teaching. Predictors of interest were indicators of racial and ethnic background and of 10th-grade academic skills. The initial sample consisted of 11,816 high school sophomores, of whom 62% were White, 21% Hispanic American, 13% African American, 3% Asian American, and 2% American Indian. A total of 434 individuals became teachers, 3.7% of the original sample, and the highest percentage was for African Americans, 4.4% of whom became teachers. There are important differences among racial and ethnic groups in the rates of success along each step along the path to teaching, and each of the defined steps was critical in determining who became a teacher. Weak academic skills play a key role in limiting the opportunities of African American and Hispanic students. Analyses suggest that improving the academic preparation of African American and Hispanic high school students would close the gaps between their success rates relative to those of White students. Raising the average preparation of Native American students, however, would not be sufficient to eliminate those gaps. This paper shows that focusing only on the occupational decisions of college graduates misses critical obstacles to developing a racially and ethnically diverse, academically talented teaching force. Appendixes describe the variables, show the principal components analysis of 10th grade academic skills, and model each step of the path into teaching. (Contains 10 tables, 4 figures, and 11 references.) (SLD)

ED 421 588 UD 032 440

Bickmore, Kathy
Integrated Elementary Curriculum about Conflict Resolution: Can Children Handle Global Politics?

PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Conflict Resolution; *Diversity (Student); Elementary Education; *Elementary School Curriculum; *Elementary School Students; Elementary School Teachers; Foreign Countries; *Global Approach; Integrated Activities; Interdisciplinary Approach; Politics; Program Implementation; Teaching Methods; World Affairs
IDENTIFIERS- Canada

This paper explores the ways diverse elementary school students may be taught to understand and respond constructively to social and interpersonal conflict, by studying the implemented curriculum in one public elementary classroom. In this urban Canadian classroom, well over half of the 33 students were recent immigrants with diverse language and cultural backgrounds. Conflict education was integrated with other academic subject matter, especially language arts and social studies. The lessons were organized around key ideas for understanding conflict, based on conflict resolution theory, using familiar and unfamiliar examples of conflict at various stages, including wars and political disputes. A series of vignettes illustrates particular lessons and the student work the lessons inspired. The analysis focuses on the processes and subject matter through which students developed understandings about conflict and conflict resolution. The study substantiates the idea that young children are indeed able to handle complex political and international conflicts. In fact, their conceptual sophistication for handling interpersonal conflicts seems to be enhanced by their understanding of intergroup conflicts. (Contains 73 references.) (SLD)

ED 421 609 UD 032 613

Thayer-Bacon, Barbara J.
On Contextuality.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Educational Philosophy; *Experience; Females; *Feminism; Feminist Criticism; Womens Studies
IDENTIFIERS- Contextualism; Dewey (John); Peirce (Charles S); *Pragmatism; Rorty (Richard)

This exploration of what feminism has to contribute to pragmatism, and vice versa, considers the idea of contextuality through an examination of the role of current pragmatists, such as Cornel West and Richard Rorty, and current feminists, including Charlene Haddock Siegfried, Maxine Greene, and Seyla Benhabib. To set the stage historically for the discussion, the ways in which C. S. Peirce and John Dewey defined the role of context are explored. Peirce and Dewey's concepts of experience in relation to knowing are significant to the discussion of pragmatism and feminism. They open up space for feminists to argue that when women's experiences are taken into consideration, philosophy and science are transformed. It is important to consider how pragmatists and feminists can appeal to experience in a nonessentialized manner, for immediate experiences help accent contextuality. Cornel West recommends a prophetic pragmatism that sees pragmatism as a form of cultural criticism and locates politics in the everyday experiences of ordinary people. However, West focuses on race and social class at the expense of women's experiences. Richard Rorty's form of pragmatism calls for the foregoing of experience in favor of language. Rorty claims that pragmatism is neutral to feminism and masculinism, but Charlene Haddock Siegfried, a pragmatist feminist, argues that pragmatism begins and ends with experience, as does feminism. The feminist Seyla Benhabib also offers some insight on how we gain awareness of our own contextuality through her discussion of enlarged thinking and the generalized other and concrete other. Maxine Greene, a feminist greatly influenced by Dewey's work, turns to the arts, especially literature, to help explain how we can develop our abilities to respond to experiences and to recognize patterns that exist in the diverse world. The ability to attend to our own contextuality and to others is an act of care. Caring relationships help people achieve alertness, cooperative intelligence, and enlarged thinking. (SLD)

ED 421 216 PS 026 638

Muenchow, Susan; Baker, Bonnie; Eldridge, Warren; Benham, LisaAnn
Early Care and Education: A Status Report on Child Care in Florida. Pre-Release Copy.
PUB DATE- 98
NOTE- 30p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Day Care Centers; Early Childhood Education; Family Day Care; Infant Care; Needs Assessment; Participant Characteristics; School Age Day Care; *State Programs; Young Children
IDENTIFIERS- Affordability; Availability (Programs and Services); *Child Care Costs; *Child Care Needs; Day Care Licensing; Day Care Quality; Florida; Indicators

A survey was conducted to determine the supply, demand, cost, and quality of early care and education in Florida. Data were obtained through the Child Care Resource and Referral Network. Following an executive summary, the report is presented in three parts. Part 1 discusses availability of child care, parental requests for care, ages of the children involved, actual enrollments versus estimated need, and Florida's strategies for addressing child care gaps. Part 2 presents information on affordability, including information on staff costs, average child care costs and percent of per capita income spent on child care, the use of child care subsidies to assist parents, and ways of accessing child care subsidies. Part 3 discusses quality of child care, presenting information on quality indicators, the extent to which Florida offers quality care, gaps in the quality of care, and Florida's strategies for improving quality. The report includes statutory definitions of child care. Findings indicate that more parents in 1997 stated that affordability and availability were their primary concern than parents in 1996, with fewer parents indicating that quality of care was their primary concern. The number of family child care homes grew 14 percent in 1997 and the number of center vacancies declined. School-age care replaced infant care as most requested by parents. Quality of care improvements, due to stricter staff-child ratios for infant care and training requirements, were maintained. Major problems have been high teacher turnover and a declining rate of compliance with licensing standards. (Contains 23 references.) (KB)

ED 421 235 PS 026 689

Status of Oregon's Children: 1997 County Databook. Special Focus: Youth-at-Risk.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Birth Weight; Child Health; Child Welfare; *Children; Crime; Day Care; Demography; Dropout Rate; Early Parenthood; Incidence; Mathematics Achievement; Mortality Rate; Reading Achievement; Sex Differences; Sexuality; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- Adolescent Suicide; Arrests; Goals 2000; *Indicators; *Oregon

This Kids Count databook examines statewide trends in the well-being of Oregon's children, focusing on youth at risk. The statistical report is based on 12 indicators of well-being: (1) juvenile arrests; (2) teen sexuality; (3) high school dropout rate; (4) teen suicide; (5) reading proficiency; (6) math proficiency; (7) child abuse and neglect; (8) crimes against persons; (9) child deaths; (10) low birthweight; (11) infant mortality; and (12) child care supply. An introduction gives an overview of findings, provides guidelines for data interpretation, and describes the data sources. The bulk of the document is comprised of key statewide and county findings on youth-at-risk data, and general county indicators of well-being. Findings indicate that the juvenile arrest rate has been steadily increasing. The teen pregnancy rate and the low birthweight rates have changed very little. Although girls are much more likely to be diagnosed with a sexually transmitted disease, concern among boys and girls is fairly even. The statewide dropout rate decreased slightly. The teen suicide attempt rate worsened slightly. There have been increases in cigarette smoking and alcohol and illicit drug use, especially marijuana. Approximately half of eighth graders met the reading and mathematics proficiency standards in 1997. The child abuse victim rate was 9.9 per 1,000 children. The 1995 child death rate was 26.2, a 6 percent increase over the previous year. Infant mortality was at the lowest rate since 1990. Child care supply improved 26 percent between 1995 and 1996. (KB)

ED 421 255 PS 026 729

Alexander, Tammis; Nystrom, Robert J.; Spitz, Lauren
Oregon School-Based Health Centers 1996-1997 Services Report.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Health; *Comprehensive School Health Education; Elementary Secondary Education; Health Needs; Health Promotion; Profiles; Program Descriptions; School Health Services
IDENTIFIERS- Oregon; Risk Taking Behavior; *School Based Health Clinics; School Based Services

School based health centers (SBHC) are effective providers of health services and education because they are easy for students to access, they take an integrated and developmentally appropriate approach to meeting health needs, and they are prevention-oriented. This report describes the 1996-1997 services provided in 15 of 19 state-supported school-based health centers in Oregon. The report describes the staff of SBHCs, the services provided, the role of advisory boards and families, funding sources, and typical teen health problems. Preliminary data from the Oregon's Adolescent Hepatitis B Immunization Program are presented as providing a convincing case for preventive health care. The experience of one high school student with potential head injury is described, highlighting the role of the SBHC in obtaining the needed medical evaluation. Information is presented on student use of SBHCs, the types of risk factors exhibited, the most frequent diagnoses, and provider time and type. Site-level information for 20 SBHCs is provided, including information on the school, hours of operation, staffing and clinic hours per week, number of student visits, and number of students served. Profiles are included for 15 SBHCs, providing information on the services provided, the average age of clients, the average number of visits, and the average number of risks per client. A map details the location of the SBHCs. (KB)

ED 421 276 PS 026 780

Church, Lisa R.
Everyday Creative Play: Simple Fun Things You Can Do To Help Your Young Child Learn.
PUB DATE- 98
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc in Non-Classroom situations) (055)
DESCRIPTORS- Basic Skills; Beginning Reading; Childrens Writing; Early Reading; *Emergent Literacy; Health Activities; Holidays; *Learning Activities; Mathematics Activities; Parent Influence; *Parent Role; *Parents as Teachers; *Play; *Preschool Children; Preschool Education; Reading Readiness; Safety; Science Activities
IDENTIFIERS- Beginning Writing; Early Writing

Noting that parents are their children's first teachers, this book presents activities to help parents prepare their children for school. The chapters are: (1) "Getting Started," which discusses chores, hobbies, television viewing, socialization, preschool, learning styles, supplies, work area, and motivation; (2) "Reading," which suggests activities for use in the home, outside the home, and in the car; (3) "Writing," which discusses the alphabet, letters and sound recognition, and writing the alphabet; (4) "Numbers, Shapes, and Colors," which discusses counting, reading and writing numbers, measurement, money, telling time, calendars, shapes, and colors; (5) "Community," which presents activities for exploring world events and citizenship; (6) "Science," which suggests activities that help children explore the earth, the solar system, plants, and animals; (7) "Safety, Health, and Hygiene," which presents activities to help children learn good habits early; and (8) "Holiday Activities." Contains 41 references. (LPP)

ED 421 295   PS 026 844

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 2. Second Edition.

PUB DATE- 98
NOTE- 37p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 2 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 312 RC 021 556

Sobel, David
Sense of Place Education for the Elementary Years.
PUB DATE- 97
NOTE- 9p.; In: "Coming Home: Developing a Sense of Place in Our Communities and Schools. Proceedings of the 1997 Forum"; see RC 021 553.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Childhood Interests; Children; Conservation (Environment); Ecology; Elementary Education; *Environmental Education; Instructional Innovation; Relevance (Education); *Student Projects
IDENTIFIERS- *Developmentally Appropriate Programs; Place Based Education; *Sense of Place

When teachers lay the weight of the world's ecological problems on elementary students before they have fostered the kind of connectedness that underlies appropriate environmental education, they create a condition of fear and disempowerment called "ecophobia." The paper suggests that teachers must lead with emotional connectedness before they start to impose environmental issues on children. In childhood development there is a sensitive period for bonding with the earth. Between the ages of 4 and 7, the objective of environmental education should be empathy with the natural world, or "becoming" the natural world; between 7 and 11, the key notion is engagement with, and exploration of, the natural world; and from the ages of 11 to 14, the core idea becomes social action. How children express their developing relationship to place in the maps they draw of their home "turf" is explained, and various place-based curricula are described that focus on enhancing and building children's relationship to place. Included are finding and describing special places; making maps that focus on the important places in town; collecting things from the area being mapped; making "sound maps"; and a game in which students own property in a model village, create a government, and decide issues. These place-based projects allow children to develop a sense of purpose and identity, and provide the right scope and scale for them to approach the complicated social and ecological issues that will later confront them. (TD)

ED 421 328 RC 021 604

Peach, Larry E.; Reddick, Thomas L.
Opinions of Teachers and Parents Concerning Contemporary Issues Affecting Rural Schools.
PUB DATE- 98
NOTE- 8p.; Paper presented to the International Conference of Social Sciences (Vancouver, British Columbia, Canada, August 6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discipline; *Educational Attitudes; Educational Finance; Educational Practices; Elementary Secondary Education; Inclusive Schools; *Parent Attitudes; Public Opinion; Public Schools; Questionnaires; *Rural Schools; *School Attitudes; *School Community Relationship; School Prayer; School Safety; *Teacher Attitudes
IDENTIFIERS- *Tennessee (Central)

A random selection of 700 parents and teachers representing rural central Tennessee schools was surveyed in order to make their opinions available to policy makers. Usable responses were returned by 196 parents and 224 teachers. Parents opposed increasing public school funds through a lottery; teachers approved. Both groups believed that prayer and Bible reading should be permitted in school, and both opposed the establishment of charter schools in Tennessee. Parents strongly favored inclusion; teachers very strongly opposed it. Parents opposed paddling of unruly students; teachers strongly favored it. Both groups strongly agreed that school superintendents should be elected by the citizens, and that zero tolerance laws are not too strict. Parents did not think that teachers need more legal protection from harassment by parents and others, while teachers almost unanimously felt that they do need such protection. Both groups favored block scheduling in high schools, and both felt that smaller classes resulted in students learning more. Parents and teachers felt that discipline in school is worse than 10 years ago, but neither group felt that law enforcement officers should be placed in all high schools. Both groups thought that schools are safe. Parents thought achievement tests improved student learning, but teachers did not. Parents felt that they adequately supported decisions by principals and teachers concerning their children, while teachers firmly stated that parents did not adequately support them. Parents reported that varsity athletics are not given too much emphasis, but teachers believed that they are. The use of street language in required reading materials was strongly condemned by both groups. Parents felt that tenure is not needed to protect teachers, but teachers almost unanimously felt they needed such protection. (Contains questionnaire and survey data.) (TD)

ED 421 349 SE 061 546

McGinnis, J. Randy; Watanabe, Tad
The Use of Research To Inform the Evaluation of the Maryland Collaborative for Teacher Preparation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Mathematics Teachers; *Partnerships in Education; Program Evaluation; Reflective Teaching; *Science Teachers; *Teacher Education Curriculum; *Technology; Undergraduate Study
IDENTIFIERS- Maryland

This paper presents a reflection on how the research program conducted in the Maryland Collaborative for Teacher Preparation (MCTP) informs the evaluation of the project. Three sections present an overview of the MCTP and the MCTP research program, a review of the literature on evaluation and research, and reflections on the use of MCTP research to inform evaluation. This paper centers on three researcher assumptions: (1) a research group's activity is public and evaluation is private; (2) a research group can inform evaluation within a project; and (3) although daily decisions are made through the internal evaluation group, many of the principal investigators feel that the research products will be a longer lasting legacy. The MCTP is an undergraduate program for students who want to become mathematics and science specialist teachers in upper elementary or middle level teachers. (Contains 15 references.)(Author/DDR)

ED 421 370 SO 028 000

Holland, Anne
Our Friends in India: A Project for Sixth Grade Students. Fulbright-Hays Summer Seminars Abroad 1996 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 14p.; For other documents in the 1996 Program, see SO 027 999-028 007.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Ethnic Groups; Foreign Countries; Global Education; Grade 6; *Indians; Instructional Materials; Intermediate Grades; Middle Schools; *Multicultural Education; Social Studies
IDENTIFIERS- *India

This curriculum guide was developed to assist middle-school students in understanding Indian culture and values. Twelve activities and a research project outline are part of the guide. Sections of the "Passport to India" unit include: (1) "Geographic Setting"; (2) "The People"; (3) "Government"; (4) "Economics"; (5) "Religion"; (6) "Education"; (7) "Artistic Accomplishments"; (8) "Recreation"; (9) "History"; (10) "Problems"; and (11) "Symbolism." (EH)

ED 421 393 SO 028 755

Edge, Joy; Fisher, Meg; Martin, Cindy; Morris, Marcia
Promoting Gender Equity within the Classroom.

PUB DATE- 97
NOTE- 165p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; Equal Education; *Justice; *Sex Bias; *Sex Differences; *Sex Fairness; Sex Stereotypes; Womens Studies

This report describes a program for heightening awareness of gender bias within the classroom. The targeted population consists of ages 3 to 18 from elementary and high school settings in the Midwest. The problem of gender bias has been well documented for many years. The solution strategy resulted in the implementation of activities to promote gender equity within the classroom, heighten awareness of female contributions to society, increase teacher understanding of the consequences of gender inequity and heighten awareness among students of the existing problem. The researchers examined the local community, the home environment, textbooks, instruction in the classroom and student attitudes, among other factors. The effect of this study has greatly increased the awareness of the researchers of the need to start addressing the problem of gender inequity in the home. Centering curriculum on contributions of both sexes will increase the students' knowledge base. Other immeasurable benefits include an increase in self-esteem, the desire to pursue careers regardless of gender, and a change in attitude toward a more equitable environment. (EH)

ED 421 418 SO 029 064

Fatata-Hall, Kimberley
Acquisition and Application of Study Skills and Test Taking Strategies with Eighth Grade Learning Disabled Students Failing Social Studies.
PUB DATE- 97
NOTE- 46p.; Ed.D Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; Action Research; Grade 8; Junior High Schools; *Learning Disabilities; *Learning Strategies; Middle Schools; Notetaking; Outlining (Discourse); Social Studies; *Special Education; Student Improvement; Study Habits; *Study Skills

This practicum was designed to improve the social studies averages of eighth-grade learning disabled students by using direct instruction and small group interaction. A study skills course was developed after student and teacher surveys indicated the need and desire for the class. The course curriculum included outlining skills, multiple choice and true false test preparedness, and organizational skill development. Analysis of the students' test scores after the 12-week class revealed that the averages in social studies rose thirteen points. Students reported they felt more confident in their test-taking abilities and displayed better organizational skills through the use of a table of contents for their notebooks. Teachers reported an increase in class participation during group discussions. (EH)

ED 421 443 SO 029 240

Van Niel, Eloise Smith; Schelander, Bjorn
Malaysia.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 94
NOTE- 123p.; Illustrations by Ann Hsu.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *Malaysia

This book provides an overview of Malaysia's history and culture. The book begins with a prehistoric times and continues through nationhood. Each chapter provides background information along with student activities and project suggestions. Chapters include: (1) "Introduction"; (2) "Early Trade and Civilization"; (3) "The British Presence in the Region, 1784-1942"; (4) "Toward Independence: Malaya to Malaysia"; (5) "Sabah and Sarawak: The East Malaysian States"; and (6) "Nationhood." The volume concludes with a 72-word glossary, five maps, an answer key, and a 51-item bibliography. (EH)

ED 421 463 SP 038 032

Ramsey, Patricia G.
Teaching and Learning in a Diverse World: Multicultural Education for Young Children. Second Edition.
PUB DATE- 98
NOTE- 219p.; Foreword by Sonia Nieto.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Cultural Influences; Disabilities; Early Childhood Education; Minority Group Children; *Multicultural Education; Poverty; Racial Bias; Racial Factors; Racial Identification; Sex Bias; Sex Differences; Sexual Identity; Social Influences; Socioeconomic Influences; Socioeconomic Status; Teachers; *Young Children

This book introduces new themes to the multicultural conversation, including moral development, economic diversity, environmental concerns, and consumerism. The book explains that multicultural education is not just about racial and ethnic diversity, though it still focuses on racism and other biases in education for children who are poor and of color. There are 10 chapters in two parts. Chapter 1, "Growing Up in a World of Contradictions and Injustices: A Multicultural Response," discusses links between multicultural and environmental issues, multicultural goals for children, parent and teacher roles, and approaching multicultural issues. Part 1, "Contexts of Learning," includes: (2) "We Are All Learning"; (3) "The Context of Race"; (4) "The Economic Context"; (5) "The Context of Culture;" (6) "The Context of Gender and Sexual Orientation"; and (7) "The Context of Abilities and Disabilities." Part 2, "Everyday Multiculturalism. Practical Applications," includes (8) "Challenging Our Assumptions and the Status Quo"; (9) "Physical Environment and Materials"; and (10) "Building Critical Supportive Communities." An appendix presents suggested books for children. (SM)

ED 421 481 SP 038 092

Anderson, Jeffrey
Service-Learning and Teacher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Futures (of Society); Higher Education; *Integrated Curriculum; *Preservice Teacher Education; *Service Learning; Student Participation; *Teaching Methods
IDENTIFIERS- ERIC Digests

This Digest defines service-learning as both a philosophy of education and an instructional method. As a philosophy, service-learning reflects the belief that education should develop social responsibility and prepare students to be involved citizens in democratic life. As an instructional method, service-learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement. The Digest provides examples of service-learning activities in teacher education; distinguishes between community service, service learning and other forms of experiential education; cites reasons for integrating service-learning into courses; discusses approaches to integrating service-learning into teacher education programs; and cites a few research studies. Initial research results, teacher educators and preservice teachers all suggest that service-learning can be a worthwhile learning experience. But, there are many challenges to its successful use in teacher education including an already overcrowded curriculum, difficulties of arranging successful K-12 and community service-learning sites, and the linkage of service-learning to state and national teacher education accreditation standards. (Contains 14 references) (LL)

ED 421 499 TM 028 458

Pinheiro, Sandro O.; Rohrer, Jonathan D.; Heimann, C. F. Larry
Assessing Change in the Teaching Practice of Faculty in a Faculty Development Program for Primary Care Physicians: Toward a Mixed Method Evaluation Approach.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; *Change; Curriculum Development; Evaluation Methods; *Faculty Development; Higher Education; Medical Education; *Physicians; Qualitative Research; Teacher Education; *Teaching Methods; Videotape Recordings
IDENTIFIERS- *Principles of Adult Learning Scale

This paper describes a mixed method evaluation study that was developed to assess faculty teaching behavior change in a faculty development fellowship program for community-based hospital faculty. Principles of adult learning were taught to faculty participants over the fellowship period. These included instruction in teaching methods, group facilitation, and curriculum development. Quantitative data were collected through the Principles of Adult Learning Scale (PALS) developed by Conti (1979). Qualitative data were also collected through review of videotaped teaching sessions. The PALS instrument was administered to 18 faculty in a pre- and posttest design, and videotaped sessions of six participants were reviewed. Findings of this pilot study indicate that the Fellows' teaching beliefs and practices are changing from a teacher-centered to a more learner-centered and collaborative mode as a result of the faculty development program. This change is reflected in the improvement in their overall and individual PALS scores. Video observations also show change in the application of adult learning principles in their teaching. The mixed method approach provides rich descriptive data about teaching practice. The videotapes may not be useful for pure evaluative purposes, but they provide valuable feedback for the participants. (Contains two tables and nine references.) (SLD)

ED 421 519 TM 028 844

Fink, Arlene
How To Sample in Surveys. The Survey Kit, Volume 6.
PUB DATE- 95
NOTE- 73p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; *Data Collection; Educational Research; Error of Measurement; Evaluation Methods; Evaluation Utilization; Focus Groups; Questionnaires; Reliability; Research Design; *Research Methodology; Response Rates (Questionnaires); Sample Size; *Sampling; Statistical Analysis; *Surveys; *Test Construction; Validity
IDENTIFIERS- Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, sixth in the series, shows readers how to select and use the most appropriate sampling methods for their surveys. It covers myriad sampling techniques such as simple random sampling, stratified random sampling, systematic sampling, cluster sampling, convenience sampling, snowball sampling, quota sampling, and focus groups. The volume also describes, in detail, the following: inclusion and exclusion criteria, the logic in estimating sampling errors and sample size determinations, the sources of error in sampling, and how to calculate the response rate. The two chapters are titled: (1) "Target Populations and Samples"; and (2) "Statistics and Samples." An annotated list of 16 references for additional reading and a glossary are provided. (Contains 19 examples and 2 figures.) (SLD)

ED 421 538 TM 028 864

Johnson, Bil
The Performance Assessment Handbook. Volume 1: Portfolios and Socratic Seminars. Designs from the Field and Guidelines for the Territory Ahead.
PUB DATE- 96
NOTE- 186p.; For Volume 2, "Performances and Exhibitions," see TM 028 865.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Criteria; *Evaluation Methods; Outcomes of Education; *Portfolio Assessment; Portfolios (Background Materials); Psychometrics; Secondary Education; Secondary School Teachers; Standards; Student Evaluation; *Test Construction; Test Content; Test Use; Test Validity
IDENTIFIERS- Paideia; *Socratic Method

This book is designed to help teachers, especially secondary school teachers, create and use performance assessments. The basic concept is that teachers must plan backwards from outcomes of education to shift the paradigm of curriculum-instruction-testing to a new and more fluid design. The book presents a wide variety of assessment approaches that teachers in many schools are already using. The bulk of the text provides examples of work in portfolio assessments and Socratic seminars. The portfolio, the best known and most commonly used performance assessment, has been used in writing evaluation for a number of years. Best-works, selection, and process portfolios are the forms most often used. Suggestions and examples are given for deciding what should go into the portfolio and how it should then be graded. Socratic seminars, based on the work of Mortimer Adler and the Padeia movement, also begin with considering the outcomes of education. The seminar, which unfolds around a text, gives students an opportunity to demonstrate what they know and can do. Implemented in a variety of settings and disciplines, these seminars provide a meaningful type of assessment. The following chapters are included: (1) "The Territory Ahead"; (2) "Skydiving in Your Classroom: The Individual and Reform"; (3) "Portfolio Assessment: The 'Multiple Choice' of Performance Assessment; (4) "Socratic Seminars: Discussions with a Difference"; (5) "Standards, Criteria, and Rubrics: Including Teachers and Students in the Search for Quality"; and (6) "Teacher, Teach Thyself: Self-Education for Assessment Reform." (Contains 26 figures and 54 references.) (SLD)

ED 421 557 UD 032 408

Educating Our Most At-Risk Children.
PUB DATE- 97

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Youth; *Early Childhood Education; *Educational Change; Educational Finance; Educational Innovation; Elementary Secondary Education; *Equal Education; Financial Support; *High Risk Students; Public Schools; School Choice; State Legislation; *Urban Schools; Urban Youth
IDENTIFIERS- *Minnesota

The recommendations for educational reform in this document are submitted by the Attorney General's office to the Minnesota State Legislature in the context of two lawsuits related to at-risk students pending in state district courts. Recommendations related to early education include screening all young children for a number of problems, intervening early to relieve and prevent problems, supplementing child care, honoring local preferences in program design, redefining public education, and remedying infrastructure problems. Early childhood funding should be the top funding priority for the Legislature for 1997, with an emphasis on funding for young children living in poverty. The following recommendations are made for promoting student achievement: (1) develop and enforce rigorous graduation standards; (2) reduce class size; (3) adjust school hours; (4) extend the school day; (5) lengthen the school year; and (6) encourage alternative learning environments. Funding for charter schools, alternative learning centers, and other innovative alternatives should be provided by the Legislature. Recommendations are also made for expanding school choice, achieving numeric and programmatic integration of students, and working to integrate communities. Recommendations are also made to ease transitions from school to work and reform education finance. The recommendations in this report are consistent with past efforts in Minnesota and offer great potential to reduce the learning gap that separates at-risk students from their peers. (SLD)

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; *Community Characteristics; Educational Policy; Elementary Education; *Elementary School Students; *Geographic Regions; Neighborhoods; *Poverty; Standardized Tests; Test Results; Urban Schools

This study sought to separate the effect of concentrated poverty on students' academic achievement and to develop a simple method for demonstrating that effect. The study was conducted in a midwestern urban school district with characteristics particularly suitable for answering these questions. It used two years worth of data on elementary school students in the district and concentrated on two outcome variables, standardized test scores and absenteeism. In both years, the district had more than 20,000 students, of whom about 55% were eligible for free lunch. Neighborhoods were classified into five broad economic bands according to the percentage of students living there who received free or reduced price lunch. When compared to students at the same economic level (free lunch, reduced-price lunch, no subsidy), students from the more affluent neighborhoods had consistently higher test scores and lower absenteeism than those from poorer areas of the city. The paper concludes with a discussion of some implications for public policy and directions for future research. (Contains 6 tables, 2 figures, and 14 references.) (SLD)

ED 421 591 UD 032 443

Meeting the Challenge of Low-Performing Schools. Policy Brief.

PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Change; Educational Philosophy; Elementary Secondary Education; *Intervention; *Low Achievement; Resource Allocation; School District Autonomy; State Legislation; State Programs; *State School District Relationship; Teacher Recruitment; Urban Schools
IDENTIFIERS- *North Carolina; Reform Efforts

One of the consequences of the North Carolina ABC plan of educational reform has been the unmasking of student performance data. The new ABC model reports student performance data by school building, making it impossible to ignore the gap between students in high-performing schools and those in low-performing schools. Included in the legislation for the ABC plan was an intervention, or assistance, model, which calls for intervention teams in the state's lowest performing schools and allows for the removal of the principal. Now that the state has some experience in the intervention area, it has become clear that mandating consequences is one thing, and solving the problem of low-performing schools is another. In considering the complex issues related to low-performing schools, four things emerge as critical to success or failure of state-driven interventions: (1) the philosophy and roles of intervention teams; (2) the use of, or need for, additional resources; (3) the challenge of attracting and retaining competent teachers in low-performing schools; and (4) the need to go beyond traditional responses. In North Carolina, the question is how the state can become a full partner in school improvement. Most of the state's 122 low-performing schools are confronting issues related to poverty, inadequate parental support, and difficulties in attracting and retaining top quality teachers. The challenge is to find policy responses that make it possible for these schools to meet today's new demands. (SLD)

ED 421 217 PS 026 639

Helm, Judy Harris; Beneke, Sallee; Steinheimer, Kathy
Windows on Learning: Documenting Young Children's Work. Early Childhood Education Series.
PUB DATE- 98
NOTE- 203p.; Foreword by Lilian G. Katz.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Classroom Techniques; Cooperative Learning; Creative Development; Discovery Learning; *Documentation; *Early Childhood Education; Experiential Learning; Group Activities; Instructional Innovation; Learning Activities; Portfolios (Background Materials); Problem Solving; Reflective Teaching; Student Evaluation; *Student Projects; Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Project Approach (Katz and Chard); Reggio Emilia Approach; Self Reflection; Webbing (Thematic)

This book grew out of the experiences of three teachers as they learned to document young children's work in their respective schools. Part I of this book enables readers to learn about documentation. Chapter 1 provides the rationale for the study of documentation, and chapter 2 explains the windows framework that guided the teachers in thinking about documentation. Chapter 3 presents the web of documentation types. Chapters 4-8 provide an in-depth exploration of the variety of documentation types, with samples collected by the teachers. The children's work and teacher notes illustrate what children learned and how they developed through use of the project approach. Part II of the book explores learning how to document children's work. Chapters 9-11 explain how to collect, organize, and share documentation with children, other teachers, parents, and the community. Throughout the book and especially in chapter 10, teacher reflections illustrate how the teachers used documentation to inform teaching and to make decisions. Chapter 11 discusses how documentation as described in this book relates to recommendations and requirements for assessment. Part III of the book explores the documentation of one project, "Our Mail Project," which was completed by a class of 3- and 4-year-olds over a 6-week period. The teacher's documentation and the children's documentation show the progress of the project as it grew, expanded, and concluded. The complete documentation of this project illustrates how a project develops, how documentation can be integrated into all areas of development, how documentation informs teaching, and how documentation enables others to see how much learning took place in the classroom. (Author/LPP)

ED 421 236 PS 026 693

Chetty, Vanitha R.
Street Children in Durban: An Exploratory Investigation.
PUB DATE- 97
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- Child Welfare; *Childhood Attitudes; Children; Crime; *Delinquency; Delinquency Causes; Demography; Dropouts; *Early Adolescents; Family Environment; Family Influence; Family (Sociological Unit); Foreign Countries; Government Role; *Homeless People; Juvenile Gangs; Labeling (of Persons); Political Influences; Profiles; Runaways; Social Influences; Social Problems; Social Services; Substance Abuse; Trend Analysis; Youth Problems
IDENTIFIERS- Adolescent Attitudes; Arrests; Conflict Theory; Deviance; Shelters; *South Africa (Durban); Victimization

Massive social upheaval, families' failure to provide a supportive milieu, and the schools' failure to instill an appreciation of education has contributed to large numbers of black street children in South Africa. This exploratory study analyzed the problem of street children in the Durban municipal area in South Africa, providing a social profile of children and their families, and exploring the roots of involvement in deviant behavior. Interviews were conducted with 193 street children at shelters in Durban and on the streets. Questionnaires were also completed by 71 service providers.

Findings suggest that the social profile of the families of the street children appears to be typical of black families in general. The children's inner motivations and expectations, and their evaluation of costs and rewards were the main factors pushing them into street life. Although service providers expressed sympathy for street children, many regarded them as deviants, delinquents, future criminals, and a public nuisance. Service providers tended to advocate places of safety and schools of industry for their care. Based on the findings, it was concluded that the street child phenomenon necessitates a partnership between governmental and non-governmental organizations to provide for policy and legislation, funding and resources to translate programs into concrete plans of action. (Contains 67 references.) (Author/KB)

ED 421 256 PS 026 730

Wierwille, Jennifer; Parker, Lynn; Henchy, Geraldine; Driscoll, Christin M.; Tingling-Clemmons, Michele

School's Out, Let's Eat: FRAC's Guide to Using the Child and Adult Care Food Program (CACFP) to Expand Afterschool Opportunities for Children. The Building Blocks Project. Promoting Education and Child Development with Nutrition Resources.

SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.; National Dairy Council, Rosemont, IL.

PUB DATE- 97

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- After School Programs; Elementary Education; *Elementary School Students; Food Standards; *Nutrition; Program Guides; *School Age Day Care

IDENTIFIERS- Before School Programs; *Child and Adult Care Food Program; Meal Patterns; Meal Programs; School Based Child Care Centers

The provision of quality before- and after-school child care is a major challenge facing educators. This guide from the Food Research and Action Center's Building Blocks Project provides information to providers of before and after school programs on using the federal Child and Adult Care Food Program (CACFP) to provide snacks and meals. Following an introduction describing the Building Blocks Project to promote education and child development with nutrition resources, Part 1 of the guide describes the Child and Adult Care Food Program (CACFP), focusing on basic issues such as administration, eligibility, reimbursements, and meal patterns for 6- to 12-year-olds. Part 2, presented in a question-answer format, provides information about using the CACFP in after school care programs, including criteria for qualifying programs, program administration, finances, and curriculum and programming issues. Part 3 discusses the importance of after-school child care programs for child and youth development and success, especially with regard to preventing juvenile crime, promoting healthy behavior, contributing to academic success, and supporting working families. Part 4 describes successful CACFP models in after school child care in Florida, Missouri, Ohio, California, North Dakota, the District of Columbia, Colorado, New York, Rhode Island, Iowa, Nevada, and West Virginia. Appendices include CACFP regulations, resources, promotional materials, and camera-ready bookmarks. (Contains 11 references.) (KB)

ED 421 277 PS 026 785

Early Childhood Education: SERVEing Young Children. Annual Report, 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 29p.; For 1997 Annual Report, see ED 413 069.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Cooperative Programs; Coordination; *Early Childhood Education; Educational Quality; *Leadership Training; Partnerships in Education; Professional Development; Program Descriptions; Research and Development
IDENTIFIERS- Day Care Quality; *SouthEastern Regional Vision for Education

This annual report details the 1998 activities of the SouthEastern Regional Vision for Education (SERVE), the agency designated by the U.S. Department of Education as the regional educational laboratory responsible for the development of national leadership and expertise in early childhood education. Sections of the report describe: several SERVE training programs for caregivers and educators; research and development--or Partner--sites for the development, study, and/or evaluation of effective programs and practices; incidences of collaboration between SERVE and conferences and programs around the country; and areas of technical assistance provided by SERVE. SERVE's presentations, publication, and products are also described. The report concludes with articles from SERVE staff describing development of a reading program and future plans for SERVE initiatives. The report's appendix lists Regional Educational Laboratory/Early Childhood contacts, and upcoming conferences. (HTH)

ED 421 296 PS 026 845

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 3. Second Edition.

PUB DATE- 98
NOTE- 37p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 3 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 3 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 313 RC 021 557

Perry, John D.
Migrant Education: Thirty Years of Success, but Challenges Remain.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Federal Programs; *Migrant Education; Migrant Programs; Migrant Youth; Program Descriptions; *Student Needs
IDENTIFIERS- Elementary Secondary Education Act Title I; Improving Americas Schools Act 1994; *Migrant Education Program

Despite over 30 years of work by the Migrant Education Program (MEP), rural migrant students may still be the most disadvantaged student population in the nation. Migrant youth problems include constant adjustment to a new environment, cultural differences, and lack of language skills. In defining these problems, this report looks at a typical school, the demography of migrant workers, the needs of migrant students (educational, behavioral, eligibility for federal programs), and school completion rates. A brief history is given of the authorization and structure of the MEP, as well as a description of its services: identification and recruitment, support services, home-school liaison, health services, parental involvement, summer programs, early childhood services, credit accrual and alternative programs for secondary students, college assistance, and student records technology. A case is made for use of the MEP as a model to achieve equity in urban districts. Relevant elements include understanding the customers, training staff to have high expectations, contacting families each year, providing brokerage services to families, developing coordinated early childhood services, using the Even Start model, advocating within the school, tracking student mobility, using flexible scheduling, providing summer school, retrieving students, and involving parents. The goals of the Improving America's Schools Act (IASA) are discussed in reference to serving migrant students and coordinating MEP and Title I services and funding. Challenges for the future are outlined: conflicts associated with IASA and Title I; anti-immigrant attitudes; funding problems; coordination at national, state, and local levels; involvement of employers and state governments; and political advocacy. (SAS)

ED 421 329 RC 021 605

Phelps, Margaret S.; Peach, Larry E.; Reddick, Thomas L.
A Study Concerning Curricular and Extracurricular Considerations in Rural Schools.
PUB DATE- 98
NOTE- 26p.; Paper presented at the Invitational Conference on Rural School Facilities (Kansas City, MO, May 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accessibility (for Disabled); Computer Centers; Distance Education; *Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Internet; *Needs Assessment; *Rural Schools; School Buildings; *School Community Relationship; School Libraries; School Maintenance; School Size; School Surveys; Small Schools
IDENTIFIERS- Tennessee

Principals of 62 elementary and secondary rural schools in a 20-county area of the upper Cumberland region of Tennessee were surveyed about the status of rural school facilities and their accommodation of various curricular and extracurricular offerings. Small class size was reported by 58 percent. The high incidence of Internet-operable schools reflected a 2-year campaign to bring all Tennessee schools on-line. Areas of high compatibility between curricular and extracurricular offerings and school facilities included a safe and positive school climate, technology, meaningful extracurricular activities, satisfaction with curriculum offerings, and school location. Facility limitations that restricted programs and services included the following: lack of space and over-crowded classrooms; wiring and other infrastructure concerns that limited utilization of technology; inadequate science and computer laboratories; inadequate learning media centers; shortage of instructional equipment and materials; and inadequate maintenance. Data concerning construction or renovation during the last 5 years revealed that 12 principals moved into new school facilities. Major renovations, defined as projects costing $5,000 or more, were completed in 46 schools. Frequently listed improvements included outdoor athletic areas, renovated computer centers, library and media complexes, and changes in gymnasiums. Includes a list, provided by principals, of facility needs to accommodate future curricular and extracurricular offerings and four tables of survey data. (Contains 29 references.) (TD)

ED 421 350 SE 061 547

McGinnis, J. Randy; Kramer, Steve; Roth-McDuffie, Amy; Watanabe, Tad

Charting the Attitude and Belief Journeys of Teacher Candidates in a Reform-Based Mathematics and Science Teacher Preparation Program.

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998). For related document, see SE 061 545.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Rating Scales; Educational Change; Elementary Secondary Education; Junior High Schools; Mathematics Education; *Mathematics Teachers; *Measures (Individuals); Middle Schools; *Preservice Teacher Education; Science Education; *Science Teachers; *Teacher Attitudes
IDENTIFIERS- Maryland; National Science Foundation

This study reports the use longitudinally of a valid and reliable instrument to measure teacher candidates' attitudes and beliefs about the nature of and the teaching of mathematics and science. The instrument used, "Attitudes and Beliefs about the Nature of and the Teaching of Mathematics and Science," was developed for the Maryland Collaborative for Teacher Preparation (MCTP), a National Science Foundation-funded undergraduate teacher preparation program for specialist mathematics and science elementary/middle level teachers. The current analysis reports on how MCTP teacher candidates' attitudes toward and beliefs about mathematics and science evolved over a two-year period. During the Fall 1995 and Spring 1996 semesters the instrument was administered in MCTP classes twice each semester to the study participants (N=104; 100% response). During the Fall 1996 and Spring 1997 semesters the instrument was mailed to the study participants at the end of each semester (N=96; 46% Fall response; 75% Spring response). Since individual responses to the questionnaire were not independent, the unit-of-analysis responses from five institutions participating in the program were used. Survey responses within each institution were aggregated and changes analyzed (repeated-measures t-test design). It was determined that the MCTP appears to affect participating teacher candidates' attitudes toward and beliefs about mathematics and science in the direction intended. In particular, the MCTP teacher candidates' attitudes and beliefs moved in the desired direction on all five subscales of the instrument. Moreover, the magnitude of change was statistically significant at the .01 level for the subscale measuring "Beliefs about the Nature of Mathematics and Science" and for the subscale measuring "Beliefs about Teaching Mathematics and Science". In addition, the magnitude of change for the subscale measuring "Attitudes towards Mathematics and Science" approached statistical significance. These findings make a highly significant contribution to the science and mathematics education research communities interested in charting the attitudinal and belief journeys of teacher candidates participating in a reform-based teacher preparation program. (Contains 6 tables, 5 figures and 31 references.) (Author/NB)

ED 421 371 SO 028 001

Rockett, Julia
An Introduction to Contemporary Indo-Anglian Literature. Fulbright-Hays Summer Seminars Abroad 1966 (India).
SPONS. AGENCY- United States Educational Foundation in India.

PUB DATE- 96
NOTE- 29p.; For other documents in the 1996 Program, see SO 027 999-028 007.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Ethnic Groups; Foreign Countries; Global Education; High Schools; *Indians; Instructional Materials; Interdisciplinary Approach; *Multicultural Education; Non Western Civilization; Social Studies; World Literature
IDENTIFIERS- *India; *Indian Literature

This lesson is designed to expose high school students to contemporary Indian authors who write in English and to explore some of their common experiences, themes, and sensibilities as found in their works. While designed for use with a 12th grade literature class, the lesson can also be adapted for use as a single unit in a world literature course or as an individual interdisciplinary unit. Authors and titles covered include: "The Holder of the World" (Bharti Mukherhee); "A River Sutra" (Gita Mehta); and "In Custody" (Anita,Desai). (EH)

ED 421 394 SO 028 789

Harris, Ian M.; Rank, Carol; Fisk, Larry J.
Peace Studies in the West. Peace Education Reports No. 16.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Conflict Resolution; Foreign Countries; Higher Education; Human Relations; *Peace; *Prosocial Behavior; Violence; World Affairs
IDENTIFIERS- *Peace Studies

Peace studies explores organized non-violence and violence; their relationships to society, behavior, and consciousness; and ways of working toward a just and harmonious world community. Noting a fairly rapid growth in peace studies courses on college and university campuses during the last half of the 20th century, this report provides a description of the form, special structures, and programs of peace studies in colleges and universities in Western Europe and North America. The document describes a rich array of peace studies programs and course offerings, especially those that focus on conflict resolution. These programs rely heavily on voluntary efforts by dedicated individuals and have had too little, long term, institutional funding. A 48-item reference list concludes the report. (EH)

ED 421 419 SO 029 067

Ragan, Paul
Gandhi: Sources and Influences. A Curriculum Guide. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 28p.; For other curriculum project reports by 1997 seminar participants, see SO 029 068-086. Seminar title: "India and Her Ethos."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Asian Studies; Civil Disobedience; Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; High Schools; *Indians; Instructional Materials; Interdisciplinary Approach; Non Western Civilization; Social Studies; *World History; *World Literature
IDENTIFIERS- Dalai Lama; *Gandhi (Mahatma); *India; King (Martin Luther Jr); Thoreau (Henry David)

This unit is intended for secondary students in American literature, Asian history, U.S. history, or a world cultures class. Special emphasis is placed on the literary contributions of four individuals: Henry David Thoreau, Mahatma Gandhi, Martin Luther King, Jr., and the Dalai Lama. The sections appear in chronological order and contain objectives and strategies that are designed to vary the materials the students use in their daily activities. Study questions and suggested evaluation tools are also included. Background is included in the head notes of each section with primary and secondary sources listed in each section's bibliography. The unit is designed for four weeks, but can be adapted to fit classroom needs. (EH)

ED 421 444 SO 029 241

Schelander, Bjorn
Exploring Indonesia: Past and Present.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 245p.; Illustrations by Ann Hsu.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *Indonesia

This book provides an overview of Indonesia's history and culture. The book begins with prehistoric times and continues through nationhood. Each chapter provides background information along with student activities and project suggestions. Chapters include: (1) "Introduction to the Lands and Peoples of Indonesia"; (2) "Early Indonesian Societies"; (3) "The Development of the Spice Trade and the Coming of Islam"; (4) "The Age of Mataram and the Voc"; (5) "Dutch Colonization and the Growth of Nationalism: 1800-1940"; and (6) "The Road to Independence." The volume concludes with an answer key to chapter exercises and a 50-item bibliography. (EH)

ED 421 464 SP 038 033

Clarken, Rodney; LeRoy, Barbara
An Upper Peninsula Collaborative Site of Practice and Inquiry.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Div. of Special Education.
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Cooperative Planning; *Cooperative Programs; Educational Cooperation; Educational Improvement; Elementary Secondary Education; Field Experience Programs; Higher Education; *Partnerships in Education; Preservice Teacher Education; Program Development; Program Evaluation; Public Schools; Student Teachers; Student Teaching; *Teacher Collaboration
IDENTIFIERS- Northern Michigan University

Northern Michigan University and the Marquette Area Public Schools are working collaboratively to improve both K-12 education and teacher education. Through several cooperative ventures, students and teachers in both institutions are benefitting from increased professional collaboration, becoming allies to reform and renew education. The main focus of the effort centers on several field experiences for university students in area schools. This paper describes the collaboration at two public schools. The field experiences are designed so that all parties involved benefit. Collaborative teams, including university faculty, school district staff, local education agency staff, parents, and university students, address the specific focus of each school. Elements of the collaboration include creating formative self-evaluation and team/school improvement plans, completing a teaming self-assessment instrument, and documenting the teaming process across multiple dimensions. An essential outcome of the project is the development of new knowledge to be integrated into teacher preparation and inservice teacher education. The project plans to develop and field test a curriculum module that will allow teacher education faculty and personnel development professionals to incorporate training on collaborative teaming into their respective education programs. Formative and summative evaluation of the project will be done by the project evaluation consultant and monitored by the project management team. The evaluation design will be based on the principles of participatory action research. (Contains 9 references.) (SM)

ED 421 482 TM 027 594

Improving Schools Study: Another Way To Look at Raising Student Achievement (A Preliminary Study).

PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; *Achievement Gains; Disadvantaged Youth; Educational Environment; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Mathematics; Models; Reading; Teacher Expectations of Students; *Teaching Methods
IDENTIFIERS- *North Carolina

North Carolina is implementing a new accountability model, the ABCs (Accountability, Basics, and local Control) model. As a beginning examination of the implementation of this model, the Department of Public Instruction studied 11 high-poverty schools that demonstrated success in moving students up the state's Achievement Levels on the end-of-grade tests. An index was derived as the measure of improvement. In the schools selected, at least one cohort had demonstrated exemplary growth in both reading and mathematics over 1 year, or exemplary growth in one subject over 2 years. The chosen schools were visited by two-person observation teams who interviewed the principals and teachers who had contributed to the academic growth of students. The following characteristics were found in at least several of the schools studied: (1) high expectations are universal; (2) care and respect are clearly evident; (3) the environment is orderly and safe; (4) reform is teacher driven; (5) the principal leads and supports teamwork; (6) assessment is important and is used; (7) the school focuses on the state's Standard Course of Study; (8) instruction is both didactic and hands-on; (9) extra help and early intervention are provided; and (10) schools and educators are willing to experiment. Six appendixes list members of the evaluation team and present five tables of study data. (SLD)

ED 421 500 TM 028 459

Hildebrand, Gaell
Re/constructing Gendered Achievement Profiles.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Curriculum Development; Educational Assessment; *Females; Feminism; Foreign Countries; *High School Students; High Schools; Personal Autonomy; *Physics; *Power Structure; Sciences; Sex Differences; *Sex Role; Test Construction
IDENTIFIERS- Australia (Victoria)

This paper shows how gender, science, and assessment are all built on a fundamental set of dualistic concepts associated with masculine power and privilege. It also shows that a manageable change to curriculum, instruction, and assessment practices, moving from the conventional masculine paradigm of "quality" practice to a reconstructed perspective incorporating the feminine side of the dualisms, has an immediate and dramatic impact on historical achievement profiles. In this study, about 5,000 physics students in grade 12 in Victoria (Australia), have undertaken new assessment processes in physics for university selection, and it has been found that girls have suddenly become brilliant at physics. Changing assessment protocols has an immediate impact on the success of girls in physics. This pattern has been retained over a 5-year period with the new curriculum and assessment practices, and it follows a 20-year plus period when it was assumed that boys were just "naturally" better at physics than girls. Tools from post-structural feminism are used to explore "both/and" notions - in lieu of common "either/or" conceptions - of the gendered binaries that underpin assessment, and hence to reconstruct and explain this positive effect on achievement profiles. (Contains 2 tables and 68 references.) (Author/SLD)

ED 421 520 TM 028 845

Litwin, Mark S.
How To Measure Survey Reliability and Validity. The Survey Kit, Volume 7.
PUB DATE- 95
NOTE- 87p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; Data Collection; Educational Research; Evaluation Methods; Evaluation Utilization; *Measurement Techniques; Multicultural Education; Pilot Projects; Psychometrics; Questionnaires; *Reliability; Research Design; *Research Methodology; Scaling; Scoring; *Surveys; *Test Construction; *Validity
IDENTIFIERS- Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, seventh in the series, shows readers how to assess and interpret the quality of their survey data by examining the survey instrument thoroughly. The book explains how to code and pilot test new and established surveys. It also covers such issues as how to measure reliability (such as test-retest, alternate-form, internal consistency, interobserver and intraobserver reliability). How to measure content, criterion, and construct validities is explained, and how to address cross-cultural issues in survey research is described. Also described is how to scale and score a survey. The following chapters are included: (1) "Overview of Psychometrics"; (2) "Reliability"; (3) "Validity"; (4) "Scaling and Scoring"; (5) "Creating and Using a Codebook"; (6) "Pilot Testing"; and (7) "Multicultural Issues." An annotated list of five suggested readings and a glossary are included. (Contains 32 examples.) (SLD)

ED 421 539 TM 028 865

Johnson, Bil
The Performance Assessment Handbook. Volume 2: Performances and Exhibitions. Designs from the Field and Guidelines for the Territory Ahead.

PUB DATE- 96
NOTE- 176p.; For Volume 1, "Portfolios and Socratic Seminars," see TM 028 864.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Criteria; *Evaluation Methods; Exhibits; Outcomes of Education; *Performance Based Assessment; *Psychometrics; Secondary Education; Secondary School Teachers; Standards; Student Evaluation; *Test Construction; Test Content; Test Use; Test Validity

This book is designed to help teachers, especially secondary school teachers, create and use performance assessments. The basic concept is that teachers must plan backwards from outcomes of education to shift the paradigm of curriculum-instruction-testing to a new and more fluid design. The book presents a wide variety of assessment approaches that teachers in many schools are already using. In this volume, performances and exhibitions are discussed as demonstration of what students have learned and are able to do. Examples from real classrooms are used to show how performance assessments and exhibitions can improve the quality of student work. The following chapters are included: (1) "'Is This Going To Be on the Test?' Traditional Tests and Performance Assessments: The Territory Ahead"; (2) "On the Road to Exhibitions: Performance Assessments"; (3) "Exhibitions: Show What You Know--For High Stakes"; (4) "Standards, Criteria, and Rubrics: Including Teachers and Students in the Search for Quality"; and (5) "Psychometricians at the Gates! Establishing Validity through Documentation: A Workshop for Classroom Teachers." (Contains 18 figures and 54 references.) (SLD)

ED 421 218 PS 026 644

Narahara, May
Kindergarten Entrance Age and Academic Achievement.

PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Kindergarten; *Kindergarten Children; Literature Reviews; Primary Education; *School Entrance Age; School Readiness; Transitional Programs
IDENTIFIERS- Academic Redshirting

The practice of delaying students' entrance into kindergarten raises several questions. This literature review asks: (1) How does the entrance age of kindergarten children affect academic achievement?; (2) Do age-eligible older students perform better academically than younger students?; (3) Do year-older or "red-shirted" students have an academic advantage over younger students?; and (4) Do transitional programs such as pre-kindergarten and pre-first or junior first grade promote achievement for immature, high-risk students? After defining relevant terms, the review explores the history of entrance age issues; describes the major issues, controversies, programs, and contributors; and provides a synthesis and analysis. The review concludes that despite often contradictory research findings, school age does not affect academic achievement. The review recommends that more efforts be made to design kindergarten classes that are developmentally appropriate for all enrolled students. Contains 24 references. (EV)

ED 421 237 PS 026 694

Head Start's Impact on School Readiness in Ohio: A Case Study of Kindergarten Students.
PUB DATE- 98
NOTE- 89p.; For a related study, see ED 408 038.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Case Studies; Interpersonal Competence; Kindergarten; *Kindergarten Children; *Outcomes of Education; Primary Education; Program Effectiveness; Program Evaluation; Reading Readiness; *School Readiness
IDENTIFIERS- Ohio; *Project Head Start

This is the second of two studies of Ohio's Head Start programs conducted by the Legislative Office of Education (LOEO) of Ohio. The first study described the implementation of Head Start in Ohio. This study looked at the impact of Head Start's education component by examining urban kindergarten students on selected measures of school readiness. LOEO's primary evaluation method was a case study of 1,230 kindergarten students who attended Dayton Public Schools in the 1996-97 school year. Former Head Start students were compared with those who had been in a Title I Preschool and those whose preschool experiences were unknown. The students were compared on selected school readiness measures: literacy readiness, social competency, and attendance rates. Results showed that: (1) kindergarten students who had been in Head Start did no better on any of the school readiness measures than students whose preschool experiences were unknown; (2) the Head Start group had significantly lower scores than the Title I Preschool group on four of seven scales measuring literacy readiness; and (3) the Head Start group had significantly lower ratings of social competency than the Title I group. Observation of 17 randomly selected Head Start classrooms and interviews with teachers revealed that: (1) classrooms are well-organized and caring environments, providing a variety of learning experiences; (2) areas of weakness include less emphasis on critical thinking, problem solving, and language and writing skills; (3) most kindergarten teachers hold low expectations about the need for specific early reading and math skills; and (4) in general, there is little consensus among or between Head Start and kindergarten teachers about the academic expectations that should be held for early learning. LOEO concludes that Head Start has the capacity to ensure that children are prepared to be successful in school, but that it needs to place a higher priority on literacy readiness and capitalize on opportunities already available in Head Start classrooms. (EV)

Huddleston, Richard A.
Child Safety: A State of the State Report. An Arkansas Kids Count Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accidents; *Adolescents; Age Differences; *Children; Homicide; Incidence; *Injuries; Racial Differences; Restraints (Vehicle Safety); *Safety; Sex Differences; State Surveys; Statistical Surveys; Suicide; Traffic Accidents; Trend Analysis; Victims of Crime; Youth Problems
IDENTIFIERS- Adolescent Suicide; *Arkansas; Child Mortality; *Child Safety; Indicators; Risk Taking Behavior; Traumas

This Kids Count report uses data from the Arkansas Department of Health to examine statewide trends in child safety. The findings suggested that in 1996, about one-third of child deaths in Arkansas were due to non-natural causes, with substantial racial and sex differences. Causes such as accidents, homicides, and suicides were more common for non-whites and for males than for whites and females, and accounted for about 37 percent of all child and youth deaths. Traffic accidents accounted for about 30 percent of trauma-related injuries in emergency room hospital admissions, followed by accidental falls (28 percent), and other accidents, such as machinery or firearm accidents (19 percent). The leading cause of injury was accidental falls from one level to another involving playground equipment, cliffs, or beds, accounting for nearly 20 percent of all hospital visits; motor vehicle traffic accidents accounted for 11 percent, and traffic collisions with pedestrians, 7 percent. Boys were more likely than girls to have injuries related to rough play, aggression, falls, or firearms. Blacks were more likely than whites to have injuries from falls or firearms, and less likely to be injured in accidents with off-road vehicles. Child maltreatment was the leading cause of injury for infants. Firearm accidents were more common among older than younger children. Children most likely to die in auto accidents were 15 to 19 years old; a large portion of auto accident injuries were due to not using seat belts. The report concludes by identifying research and policy analysis needs. (KB)

ED 421 278 PS 026 793

Carroll, Margaret Kelly
What Did You Do At School Today? A Guide to Schooling and School Success.
PUB DATE- 98
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education Programs; Child Rearing; Cooperative Learning; *Educational Environment; *Elementary Secondary Education; Inclusive Schools; Individual Development; Interdisciplinary Approach; Language Acquisition; *Learning; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Parent Teacher Conferences; *Preschool Education; School Readiness; Student Evaluation; Whole Language Approach
IDENTIFIERS- Academic Skills

Written for parents, this book discusses current practice in preschools, elementary schools, and secondary schools. The first section, entitled "Learning," defines and discusses learning, memory, learning styles, study skills, and homework. The second section, entitled "What Goes on in Schools?," discusses inclusion, cooperative learning, whole-language instruction, middle schools, multidisciplinary study, bilingual programs, educational assessment, and parents' rights. The chapters in the third section, "Family Involvement in Learning," are: (1) "Preparing Children for School," which discusses language, motor, and social development; (2) "Learning Wherever You Are," which discusses everyday learning opportunities; (3) "Learning Whenever You Can," which discusses learning during the spring and summer, and suggestions for studying space exploration; (4) "Holiday Preparation," which discusses presents, commercials, stress and depression, and Halloween; and (5) "Challenges of Parenting," which discusses a number of different topics, including bullying, sibling rivalry, health and safety, self-esteem, and discipline. The chapters in the fourth section, "Family Links with School," are: (1) "Funding Schools"; (2) "School Selection"; (3) "Parent Involvement in Schools"; (4) "Academic Fairs and Parent Involvement"; (5) "Parent-Teacher Conferences"; (6) "Going to School," which includes discussions of starting school, school readiness, and school supplies; and (7) "Families and Academic Subjects." The book concludes with suggestions for parents for keeping up with a child's current school experiences. (LPP)

ED 421 297 PS 026 846

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 4. Second Edition.
PUB DATE- 98
NOTE- 38p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 4 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 4 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 314 RC 021 558

DeYoung, Alan J.
Parent Participation, School Accountability and Rural Education: The Impact of KERA on School Consolidation in Kentucky.
PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Change Strategies; Consolidated Schools; *Educational Change; *Educational Facilities Planning; Educational Policy; Elementary Secondary Education; *Parent Participation; Participative Decision Making; *Politics of Education; Rural Education; *Rural Schools; School Closing; *School Size; State Legislation; State School District Relationship
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; Reform Efforts

This paper discusses the Kentucky Education Reform Act (KERA) and its impact on school facilities planning and community involvement in related decision making. Since 1900, the pattern of rural school reform, nationally and in Kentucky, has been one of increased state and federal control, with cost effectiveness and equity the primary criteria in setting school budgets. As a result, school districts in Kentucky declined from over 1,000 to 176. School buildings, despite increasing enrollment, declined from over 8,500 to fewer than 1,400. Changes in the way school facilities are improved or closed have come about indirectly from KERA. KERA was enacted in 1990 in response to a class action fiscal equity suit, and replaced all previous educational legislation. In addition to fiscal and curricular reforms, KERA mandated governance reforms that include site-based decision making, state-level administrative reorganization, and revision of the state school facilities manual (the "Grey Book"). The Grey Book had frequently forced consolidation by focusing almost exclusively on economies of scale criteria and forbidding state aid for facilities construction or repairs when those criteria were not met in every building in a school district. The obvious contradictions between the Grey Book and KERA's site-based decision making led to new facilities criteria. However, there remains a cost to those districts retaining very small schools. Case studies of proposed school closings and consolidation in Henderson and Floyd Counties illustrate the revised facilities planning process but also show how local political dysfunction can overwhelm even the best schools. KERA's decentralized and participatory decision-making model may not be applicable in other states, and it is too soon to see if it will make profound differences in Kentucky. But the opportunities in KERA for accommodation of small rural schools and parent participation should be useful to small-school advocates elsewhere. (SAS)

ED 421 330 SE 061 484

Woolman, David C.

Curriculum Development for Activism in Environmental Education.

PUB DATE- 96
NOTE- 34p.; Paper presented at the World Education Fellowship International Conference on Education and the Environment (39th, Kuching, Sarawak, Malaysia, August 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Curriculum Development; Educational Technology; Elementary Secondary Education; *Environmental Education; Futures (of Society); *Interdisciplinary Approach; Partnerships in Education; Problem Solving; *Science and Society; Social Action; Student Participation; Urban Environment; *Values Education
IDENTIFIERS- Human Ecology

This paper investigates the role of environmental education in promoting activism or social action on behalf of the environment. The connection between between environmental education and social studies in school curricula is weak. Fields within social studies such as civics, history, law-related education, government, and problems of democracy have great potential to enrich environmental education by exposing students to the ways and means by which problems are managed or resolved through political systems. Recent studies have revealed the ineffectiveness of existing environmental education as a stimulus for meaningful social action. School programs have emphasized environmental awareness but have not changed the behavior patterns that perpetuate ecological problems. Because most environmental problems originate from socioeconomic conditions, it is argued that effective environmental education requires a strong social problem-solving component. Some of the issues addressed in this paper include the lack of emphasis on urban minority environments, making environmental education a vehicle for social change, the need for values clarification to develop a personal environmental ethos, and student empowerment. Several programs are described that involve students in the community through environmental action. The role of technology in environmental education and activism is also discussed. Contains extensive references and notes. (PVD)

ED 421 351 SE 061 556

Schoen, Harold L.; Hirsch, Christian R.; Ziebarth, Steven W.

An Emerging Profile of the Mathematical Achievement of Students in the Core-Plus Mathematics Project.

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-19, 1998). For related paper, see ED 420 518.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Educational Assessment; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Curriculum; *Mathematics Education
IDENTIFIERS- *Core Plus Mathematics Project

The Core-Plus Mathematics Project (CPMP) has completed development and evaluation of student and teacher materials for an integrated 3-year high school mathematical sciences curriculum for all students. This paper provides a brief overview of the CPMP curriculum in terms of its design and theoretical framework as well as a profile of the mathematical achievement outcomes of students who participated in the national field test of the curriculum. Each CPMP course was field tested in 36 high schools. Students in CPMP courses after 1 year, 2 years, and 3 years illustrated better understanding of and ability to reason in quantitative situations than did students in more traditional mathematics courses and in the nationally representative norm group. The findings reported in this study are likely to be the result of CPMP students engaging frequently in class, homework, and assessment activities that provide them ample opportunity to cogitate on problems presented in realistic contexts about mathematical models for those problems, and seeing the connections among and patterns in various representations of those models. Contains 41 references. (ASK)

ED 421 375 SO 028 005

Shamy, Robert G.
The Museum of Culture. Fulbright-Hays Summer Seminars Abroad 1966 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97

NOTE- 11p.; For related items, see SO 027 999- SO 028 007.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Anthropology; *Asian Studies; Educational Facilities; Exhibits; Foreign Countries; Global Education; High Schools; *Indians; Instructional Materials; *Interdisciplinary Approach; Literature; *Multicultural Education; *Museums; Social Studies
IDENTIFIERS- *India

This guide was developed to assist high school students in understanding the culture of India. As part of this elective anthropology course, high school students create a teaching museum for elementary students. Students teach younger children and prepare museum exhibits for visitors. As cultural anthropologists, students develop a project and teach what they learn. The sections of the paper include: (1) "Goals"; (2) "Methods of Operation"; (3) "Claims"; (4) "Theoretical Framework"; (5) "Conceptual Framework"; (6) "How the Program Operates"; (7) "Exportability"; (8) "Evidence - Evaluator's Comments"; (9) "Bibliography"; and (10) "References: Indian Culture." (EH)

ED 421 398 SO 028 856

Teacher's Guide to Resources of the Oklahoma Historical Society, Keyed to the Priority Academic Student Skills (PASS), Grades 6-12 Oklahoma History.

PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Education; *Heritage Education; Intermediate Grades; *Museums; Secondary Education; Social Studies; *Standards; State Curriculum Guides; *State History;

Student Evaluation; Teaching Guides
IDENTIFIERS- *Oklahoma

This guide is correlated to the PASS (Priority Academic Student Skills) objectives for Oklahoma history in grades 6-12. The guide was developed to aid in the teaching of the PASS objectives by identifying primary sources, audiovisual materials, field trips and scholarly materials that relate to each objective. The guide is divided into seven chapters with each chapter corresponding to an objective identified in the PASS, for Oklahoma's history grades 6-12, published by the Department of Education. In each chapter there are four resource categories to aid in teaching that objective. Resource categories include: (1) museums and historic sites; (2) audiovisual materials on VHS format; (3) primary resources available through the Oklahoma Historical Society's Archives and Library; and (4) "The Chronicles of Oklahoma" which are specifically researched scholarly papers from the quarterly publication of the Oklahoma Historical Society. (EH)

ED 421 423 SO 029 071

Dunn, Susan Strong
Global Studies . Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 37p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Ethnic Groups; Foreign Countries; Grade 9; High Schools; *Indians; Instructional Materials; Modern History; Multicultural Education; Non Western Civilization; Social Studies; *World History
IDENTIFIERS- *India

This unit contains a sampling of lessons from a unit on India designed for ninth-grade students. Sections of the unit include: (1) "Geography of India"; (2) "Comparison of Major Religions"; (3) "The Caste System"; (4) "Empires of India"; (5) "Gandhi and Independence"; (6) "Division of the Subcontinent"; (7) "Environment"; (8) "Caves at Ellora and Ajanta"; (9) "Indian Dress"; and (10) "Kum Kum and Bindis." The lessons provide objectives, procedures, and evaluations. (EH)

ED 421 449 SO 029 359

Creative Partnerships for Prevention. Using the Arts and Humanities to Build Resiliency in Youth. A Drug and Violence Prevention Resource for Schools, Cultural Organizations, and Others Working with Youth.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Child Welfare; *Creative Activities; Creative Development; Educational Objectives; Educational Strategies; Elementary Secondary Education; Enrichment Activities; Humanities; *Intervention; Outcomes of Education; *Partnerships in Education; Prevention; *School Community Relationship; Social Development; *Student Welfare

Providing information on the important role that the arts and humanities can play in prevention efforts, this document offers several activities that draw upon the arts and humanities to increase young people's resiliency. Resiliency refers to children's ability to successfully adapt and develop in healthy ways, despite exposure to risk and adversity. Building resiliency is not something that adults do to or for youth. Rather, it is the process of providing a caring environment, creating opportunities for young people to contribute to their communities, offering positive alternatives for free time, and helping young people make a successful and healthy transition into adulthood. The arts and humanities activities provided in this guide are designed to provide readers with ideas for creating their own innovative learning and skill-building activities that strengthen students' protective factors and help reduce the likelihood that they will become involved with drugs or alcohol. These activities are for teachers, youth-workers, parents, artists and others who interact with young people both in school and during the non-school hours over an extended period of time. Specifically, the activities incorporate creative activities (murals, journal writing, film and video projects, storytelling, dramatic presentations, dances, and recitals) with other efforts involving school community programs. The book includes guidelines for developing creative school community partnerships, as well as general information on the positive effects of creative activities on child and adolescent development. (MJP)

ED 421 467 SP 038 036

Irby, Beverly J.; Brown, Genevieve
An Exploratory Study of Perceptions of Preservice Administrators on Traditional versus Electronic Career Advancement Portfolios.

PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; Career Development; *Computer Uses in Education; Elementary Secondary Education; Higher Education; Leadership Training; *Multimedia Materials; *Portfolios (Background Materials); *Student Attitudes
IDENTIFIERS- *Electronic Media

This study, conducted by Sam Houston State University, Huntsville, Texas, investigated differences in preservice administrators' perceptions of electronic and paper career advancement portfolios, noting their perceptions of the potential value for career advancement of each type of portfolio. The study occurred during one semester in a leadership preparation program in a Texas university. A group of 14 preservice administrators completed an electronic portfolio, and 25 completed a paper portfolio. Both groups received training in portfolio development. All participants completed a questionnaire about the development of portfolios for use in administrative career advancement. The questionnaire examined: (1) administrator's initial impressions regarding construction of career advancement portfolios prior to training in portfolio development; (2) the extent to which their thoughts differed during the process of portfolio development; (3) the extent to which their perceptions differed regarding their completed portfolios; and (4) the extent to which their beliefs regarding the value of portfolios for career development differed. Results indicated they felt stress at the thought of developing such tools prior to training. The groups differed in their concerns during the development process, with the electronic portfolio group having added stressors about the electronic media. Though both groups reported feelings of accomplishment, confidence, and pleasure upon completion, the electronic portfolio group addressed many issues regarding electronic technology. Most preservice administrators felt the portfolios would be valuable for career advancement, though the electronic group had some concerns. (Contains 7 references.) (SM)

ED 421 485 TM 027 829

Designing Structured Interviews for Educational Research. ERIC/AE Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; Adapted from "Using Structured Interviewing Techniques," General Accounting Office, Washington, DC: Program Evaluation and Methodology Division Report No. 10.1.5.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Data Collection; *Educational Research; Elementary Secondary Education; Higher Education; *Research Design; Research Methodology; *Telephone Surveys; *Test Construction; Test Items
IDENTIFIERS- ERIC Digests; *Structured Interviews

This digest reviews the basic building blocks of a structured interview, points out some of the pitfalls in interviewing, and suggests ways for researchers to avoid these difficulties to produce questions that have the best possibility of generating reliable and accurate data on the topics of interest. The data collection instrument is a document containing questions presented in a systematic and highly precise fashion. A structured interview uses such an instrument to gather data face-to-face or over the telephone. It is also possible to conduct a computer-assisted telephone interview, in which the data collection instrument is stored in a computer and the interviewer records responses directly into the computer. The researcher must compare the relative benefits of these types of structured interviews with those of the mail questionnaire. If a structured interview is chosen, the first step is to formulate the broad overall questions that the survey is intended to answer. The second step is to translate these broad questions into measurable elements as hypotheses or more precise questions. The target population must then be identified, and the study can then proceed to the development of a pool of specific questions designed to elicit the desired information. The main criteria for appropriate questions are relevance, selection of the respondents, and ease of response. Important considerations in deciding on the format of questions are "how" the question is to be delivered, the type of information the respondent is expected to provide, and the possible alternative responses. Making these decisions results in the selection of open-ended, fill-in-the-blank, binary choice, scaled response, or unscaled response questions. (Contains five references.) (SLD)

ED 421 504 TM 028 463

Reinhart, Julie; Schneider, Paul

Foundations for Creative Effective Two-Way Audio/Video Distance Education Environments: Issues of Self-Efficacy.

PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Environment; *Educational Television; Higher Education; *Interactive Television; Satisfaction; *Self Efficacy; Self Evaluation (Individuals); *Student Attitudes
IDENTIFIERS- *Two Way Communication

This study seeks to determine the relationship between students' perceptions of two-way audio/video distance classrooms and their perceptions of self-efficacy. Self-efficacy is defined as self-assessment of one's ability to be successful in this audio/video classroom situation. In addition, this study seeks to determine the relationship between students' perceptions of two-way audio/video distance classrooms and their satisfaction with the distance learning experience. Students (n=222) in two-way audio-video classes completed inventories that measured their perceptions of self-efficacy, satisfaction with learning in the distance environment, and perceptions of the key elements in the learning environment. Data collected for each measure were correlated to determine the relationship among these factors. Results of the analysis were mixed. Findings appear to indicate that either the students do not discriminate among these concepts or that these factors are very tightly integrated in this type of environment. Implications and interpretations of these findings, as well as suggestions for future research are explored. (Contains 1 table and 22 references.) (SLD)

ED 421 523 TM 028 848

Nasser, Fadia; Wisenbaker, Joseph; Benson, Jeri
Modeling the Observation-to-Indicator Ratio Using Logistic Regression: An Example from Factor Analysis.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Error of Measurement; *Factor Analysis; Factor Structure; Foreign Countries; Simulation
IDENTIFIERS- *Logistic Regression; Scree Test

Logistic regression was used for modeling the observation-to-indicator ratio needed for the standard error scree procedure (SEscree) to correctly identify the number of factors existing in generated sample correlation matrices. The created correlation matrices were manipulated along the number of factors (4,6), sample size (250, 500), magnitude of factor loadings (0.5, 0.8), and degree of interfactor correlations (0, 0.4). Consequently, the observation-to-indicator (n/v) and the indicator-to-factor (v/f) ratios were also changed. The results indicate that the optimal n/v ratio for determining the number of factors by the standard error scree procedure depends on the characteristics of the data. A smaller n/v (7:1) ratio was needed when factor loadings were high and a larger ratio (14-22) was needed with low loading, particularly when factors were correlated. In all conditions, the n/v ratio for the SEscree procedure to correctly identify the true number of factors with high probability exceeded the minimum of 5:1 stated in some of the related literature. Furthermore, the use of logistic regression provided a model for analyzing data from complex simulation studies that makes it very easy to communicate otherwise very complicated relationships. (Contains 4 figures, 3 tables, and 28 references.) (Author/SLD)

ED 421 541 TM 028 867

Danielson, Charlotte
A Collection of Performance Tasks and Rubrics. Middle School Mathematics.

PUB DATE- 97
NOTE- 200p.; For collections for upper elementary school and high school, see TM 028 866 and 028 868.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Curriculum Development; *Elementary School Mathematics; Evaluation Methods; Intermediate Grades; Junior High Schools; *Mathematics Tests; *Middle Schools; *Performance Based Assessment; Scoring; *Secondary School Mathematics; Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- Middle School Students; *Scoring Rubrics

This book is a guide to the development and use of performance tasks and rubrics in the middle school mathematics classroom. It contains a rationale for, and a discussion of strengths and limitations of, performance tasks to assess student achievement and progress in mathematics. A field-tested process is offered for developing performance tasks and rubrics. Chapter 1, "Introduction," provides an introduction to performance assessment and how it differs from traditional testing. Chapter 2, "Why Performance Assessment," presents the rationale for performance assessment and compares its strengths and weaknesses in comparison with traditional testing. In Chapter 3, "Making an Evaluation Plan," there are suggestions for making an evaluation plan and linking that plan to the overall approach to curriculum development. Chapter 4, "Evaluating Complex Performance," contains an overview of evaluating complex performance and includes a description of evaluating nonschool, yet complex, performance that can be used in a workshop setting to introduce educators to performance assessment. Chapters 5 and 6, "Creating a Performance Task" and "Creating a Rubric," offer the step-by-step procedure for creating a performance task and a rubric for classroom use, and Chapter 7, "Adapting Existing Performance Tasks and Rubrics," suggests techniques for adapting an existing performance task to the specific classroom. Chapter 8, "Middle School Mathematics Performance Tasks," offers performance tasks for the major topics in middle school mathematics. An appendix contains handouts to be distributed to students for each of the 24 tasks. (Contains nine figures.) (SLD)

ED 421 221 PS 026 652

Bouzoubaa, Khadija
An Innovation in Morocco's Koranic Pre-Schools. Working Papers in Early Childhood Development, No. 23.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Educational Change; Educational History; *Educational Innovation; Foreign Countries; Parent School Relationship; Parent Teacher Cooperation; *Preschool Education; Preschool Teachers; *Student Centered Curriculum; Teacher Education
IDENTIFIERS- Historical Background; Morocco

This working paper describes the ATFALE project to introduce pedagogical innovation into Moroccan preschools. Following a review of the history of the traditional Muslim Kuttab school for preschool and early elementary school children, the paper discusses the educational reform goals of the ATFALE project. Specifically, the project plans to develop a child-centered concept of preschool education, support new approaches to retraining of teachers, develop methods to make teachers more sensitive to the need for parental involvement in the schools, develop a training methodology that allows teachers to integrate innovative and adequate educational practices, and to stimulate and create more dynamic training facilities. The paper then considers plans for the operational framework and cooperation of the ATFALE and Koranic Preschool Group, the strategy for introducing innovation into Koranic preschools, the evolution of the action-research, and the impact of the project on pedagogical activities and at institutional and administrative levels to date. (JPB)

ED 421 240 PS 026 698

Louisiana Kids Count. 1994 Data Book on Louisiana's Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 84p.; For 1995 Data Book, see ED 404 011.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Welfare; Childhood Needs; *Children; Crime; Day Care; Demography; Early Parenthood; Elementary Secondary Education; Employed Parents; Family (Sociological Unit); Incidence; Infant Mortality; *Poverty; Prenatal Care; Racial Differences; *Social Indicators; State Programs; State Surveys; Tables (Data); Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Louisiana

This Kids Count data book presents statewide trends in the well-being of Louisiana's children. The statistical profile is based on key indicators of well-being in nine areas: (1) child poverty; (2) children in families receiving welfare services; (3) maternal and child health; (4) juvenile offenses; (5) public education; (6) child abuse and neglect; (7) mothers in the labor force; (8) child care assistance; and (9) family income. The introduction provides an overview of the central findings related to child poverty, child care, child health, and children in trouble; makes recommendations for state action; and describes new promising efforts to assist children and families. The bulk of the data book details the findings on each indicator for each parish, delineated by race. The data book concludes with parish rankings on five key indicators and data notes and sources. (Author/KB)

ED 421 260 PS 026 742

Staton, Pat; Larkin, June

Harassment Hurts: Sex-Role Stereotyping and Sexual Harassment, Elementary School Resources.

PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; *Elementary School Students; Leaders Guides; Learning Activities; Learning Modules; Peer Relationship; Role Models; *Sex Bias; *Sex Role; *Sexual Harassment; *Stereotypes; Teaching Guides

Sex role stereotyping can lead to sexual harassment, even in elementary school. This activity kit is designed to help elementary school students understand the link between sex role stereotyping and sexual harassment, to educate students about the harmful effects of sex role stereotyping and sexual harassment, and to provide students with the opportunity to work together to combat these problems. The activity kit covers four major areas, with two to three activities in each area. Part 1 of the kit deals with how sex role stereotyping begins, and includes activities identifying stereotypes, examining how assumptions can lead to stereotyping, and discovering how advertising can reinforce stereotypes. Part 2 addresses the links between sex role stereotyping and sexual harassment, and includes activities exploring how stereotypes reinforce negative feelings about one's gender and connecting stereotyping and harassment. Part 3 concerns the impact of sexual harassment on students, and includes activities dealing with identifying sexual harassment, developing strategies for dealing with sexual harassment, and rewriting sexual harassment scenarios in positive ways. Part 4 examines ways to work for change in sex role stereotyping, and includes activities such as interviewing adults about their experiences being female or male, defining a vision of a harassment-free school, and developing materials for presentations about sex role stereotyping and sexual harassment. Each activity contains the desired student outcome, time and materials needed, and method used. Worksheets for photocopying are included with each activity. (KB)

ED 421 281 PS 026 817

Anderman, Lynley Hicks; Midgley, Carol

Motivation and Middle School Students. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Attribution Theory; Classroom Environment; *Early Adolescents; Goal Orientation; Intermediate Grades; Junior High Schools; *Middle Schools; Motivation Techniques; Personal Autonomy; Self Determination; Student Attitudes; *Student Motivation; Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; Theories
IDENTIFIERS- ERIC Digests; *Middle School Students; Middle School Teachers; Task Goal Attitudes

Research has shown a decline in motivation and performance for many children as they move from elementary school into middle school; however, research has also shown that the nature of motivational change on entry to middle school depends on characteristics of the learning environment in which students find themselves. This Digest outlines some suggestions for middle school teachers and administrators for enhancing student motivation and discusses three theories that are currently prominent and that have particular relevance for young adolescent students and their teachers. Attribution theory emphasizes that students' perceptions of their educational experiences generally influence their motivation more than the objective reality of those experiences. Through instructional practices, teachers can unknowingly communicate a range of attitudes about whether ability is fixed or modifiable and convey their expectations for individual students. Goal theory focuses on the reasons students perceive for achieving: a task goal orientation represents the belief that the purpose of achieving is personal improvement and understanding; an ability goal orientation represents the belief that the purpose of achieving is the demonstration of ability. Studies find that the adoption of task goals is associated with more adaptive patterns of learning than is the adoption of ability goals. A third motivational theory of importance for middle school educators is self-determination theory. This theory describes students as having three categories of needs: needing a sense of competence, of relatedness to others, and of autonomy. Most of the research focuses on the last of these three needs. Within the classroom, autonomy needs could be addressed through allowing student choice and input on classroom decision making. It is important to recognize that supporting student autonomy does not require major upheaval in the classroom or that teachers relinquish the management of students' behavior. Even small opportunities for choice can increase students' sense of self-determination. Contains 13 references. (LPP)

ED 421 300 PS 026 849

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 7. Second Edition.
PUB DATE- 98
NOTE- 45p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school.

This handbook provides parents with information about the Grade 7 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 7 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Learner Outcomes in Technology"; (10) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (11) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 317 RC 021 563

Rintoul, Heather M.
Teachers' Images and Urban/Rural Constructs of Violence.

PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 14-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; Cultural Images; Culture Lag; Foreign Countries; High School Students; High Schools; Rural Schools; School Attitudes; *Secondary School Teachers; *Social Attitudes; Social Influences; *Stereotypes; *Teacher Attitudes; Urban Schools; *Violence

This paper examines constructs of school violence among 11 teachers in a large urban secondary school and a large rural district high school. It describes how these teachers contextualize their particular schools, and explores contradictions between teachers' constructions of violence in schools in general and their particular constructions of violence in their own schools. To assist children in acquiring appropriate social skills, teachers need to be aware of various definitions of violence, which includes verbal, emotional, and psychological aggression as well as physical force. It is also noted that stereotypical perceptions of rural society and schools as idyllic sanctuaries from big-city ills have not kept pace with the realities of changing rural communities and school consolidation. The qualitative study consisted of interviews and classroom observation of the teachers. Findings show that teachers' definitions of violence were consistent within and between the urban and rural schools, and that their constructions of their particular schools as generally nonviolent were consistent. There were marked differences between how teachers' generally constructed violence in their particular schools and the image of violence that emerged in the interviews: urban teachers' assessment of their school was more severe than the actuality, and rural teachers' constructions of violence varied widely from the actual accounts of violence in their schools. Rural teachers had difficulty rationalizing their idealized images of a traditional rural community school with the new reality of their large rural district and were unwilling to acknowledge the closing gap between rural and urban school violence. More study is needed on cultural mental imaging and extent to which images and mind-sets influence teachers' behavior when dealing with school violence. Contains 23 references. (SAS)

ED 421 333 SE 061 489

Cutter, Mary Ann G.; Drexler, Edward; Friedman, B. Ellen; McCullough, Laurence B.; McInerney, Joseph D.; Murray, Jeffrey C.; Rossiter, Belinda; Zola, John

The Puzzle of Inheritance: Genetics and the Methods of Science.

SPONS. AGENCY- Department of Energy, Washington, DC.

PUB DATE- 97

NOTE- 180p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biology; Concept Formation; Elementary Secondary Education; *Ethics; Genetic Engineering; *Genetics; Higher Education; *Public Policy; Science Activities; *Science and Society; Science Curriculum; Science Education; Scientific Literacy; Technology

IDENTIFIERS- Biological Sciences Curriculum Study; *Human Genome Project

This instructional module contains a description of the Human Genome Project (HGP). A discussion of issues in the philosophy of science and some of the ethical, legal, and social implications of research in genetics, and a survey of fundamental genetics concepts and of new, nontraditional concepts of inheritance are also included. Six instructional activities appropriate for high school and introductory college biology students, copy masters for the activities, and background information for students on each of the activities are provided. (DDR)

ED 421 354 SE 061 597

Ediger, Marlow
Mathematics in the Elementary School.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Learning Activities; *Learning Processes; *Mathematics Curriculum; *Mathematics Education; *Standards; Teaching Methods

This paper discusses the various aspects of mathematics teaching and learning at the elementary school level. The National Council of Teachers of Mathematics (NCTM) standards are reviewed by giving examples and a list of principles of learning in mathematics is offered. Principles include the following: 1) the need for pupils to perceive learning activities that are meaningful; 2) mathematics teachers needs to pay attention to the rate of presentation at which pupils may understand and attach meaning to what is taught; 3) the need for pupils to experience a variety of learning opportunities in the mathematics curriculum; 4) the need to experience individual and collaborative endeavors; 5) the need for teachers to minimize lecturing as a method of instruction; 6) the need for a work environment that is conducive to achieving in mathematics; 7) "mathematics for all" is important to stress; 8) achievement in three main categories of objectives in mathematics; 9) emphasis on a hands-on approach to learning; and 10) application of that which has been learned. (ASK)

ED 421 376 SO 028 006

Rahm, Diana L.
Brothers Creating Sisters: Two Short Stories by Rabindranath Tagore and Their Representation in Film by Satyajit Ray. Fulbright-Hays Summer Seminars Abroad 1966 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 20p.; For other documents in the 1996 Program, see SO 027 999-028 007.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Documentaries; *Films; Foreign Countries; Global Education; High Schools; *Indians; Instructional Materials; Interdisciplinary Approach; *Multicultural Education; Social Studies; World Literature
IDENTIFIERS- *India; Ray (Satyajit); Tagore (Rabindranath)

This curriculum guide was developed to assist high school students in understanding the contributions of Tagore and Ray in the literature and film of India. The film "Rabindranath Tagore" by Satyajit Ray illustrates the life, times, and works of Tagore in Calcutta. Vignettes of Tagore's life are enacted, incorporating actual photographs and films of Tagore. Selected short stories of Tagore are incorporated into the lessons. Contains 12 references. (EH)

ED 421 399 SO 028 892

Nash, Gary B.; Crabtree, Charlotte; Dunn, Ross E.
History on Trial: Culture Wars and the Teaching of the Past.
PUB DATE- 98
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Culture Conflict; Elementary Secondary Education; *Historiography; *History Instruction; Multicultural Education; *National Standards; *Politics of Education; Social Differences; Social Environment; *United States History; World History
IDENTIFIERS- *National History Standards

In recounting the sensational national controversy regarding the recent proposed National History Standards, the book explores three related themes that provided background for the controversy. The volume examines the blossoming of historical research, writing, and teaching of history in the 20th century with more diverse, more methodologically sophisticated, and more committed historians wishing to provide an inclusive U.S. history and a globe-encircling world history. The book also shows that the recent war over the National History Standards has had many precedents in earlier decades of the 20th century with intellectual and academic debate about the true nature of history. The book also examines the "long walk" that academic historians took away from the school in the decades following World War I causing an estrangement between scholars and public education professionals and a lack of awareness of the broadening research of the past. The 10 chapters in the book include: (1) "In the Matter of History"; (2) "Hallowed History, New History"; (3) "Postwar Paradoxes"; (4) "Year of Ferment"; (5) "History, Culture, and Politics"; (6) "History Wars Abroad"; (7) "Setting National History Standards"; (8) "The Right-Wing Assault"; (9) "Inside the Beltway"; and (10) "Lessons from the History War." (EH)

ED 421 424   SO 029 072

Ireland, Patrick
Comparative Migration Studies and Comparative Politics. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 7p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; Higher Education; *Indians; International Relations; Modern History; Multicultural Education; *World History
IDENTIFIERS- *India

This paper addresses how the experience of the Fulbright Seminar in India has allowed the participant to enrich his teaching in comparative migration studies and comparative politics. The paper describes specifically how each course has changed as a result of the international experience. The report suggests questions for consideration as the courses are taught and explains how evaluation will be used to judge the efficacy of the course changes. (EH)

ED 421 450 SO 029 381

Take a Field Trip through the 1970s. Celebrate the Century Education Series.
PUB DATE- 98
NOTE- 133p.; For similar kits covering the 1950s and 1960s respectively, see ED 420 619 and SO 029 358.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education;

Instructional Materials; *Material Culture; Modern History; Social Studies; *United States History
IDENTIFIERS- *Postage Stamps; *Postal Service; 1970s

This is the first in a series of six kits that the U.S. Postal Service (USPS) is publishing to help teach through stamps the history of the 20th-century and the people, places, and events that have shaped our nation during the past 100 years. Each kit is designed to be taught as a complete and independent unit. This kit, featuring the 1970s, contains: (1) 10 Teacher's Lesson Cards; (2) a Resource Guide; (3) 30 topic cards; (4) Student magazine; (5) a poster; and (6) assorted other materials for balloting and storage. The 10 lesson topics include: (1) "'Celebrate the Century' Vote"; (2) "A Circle Vote"; (3) "Earth Day Every Day"; (4) "Puppet Theater"; (5) "Voice of the Decade"; (6) "Paint by Numbers"; (7) "Understanding Technology"; (8) "Tree of Prejudice, Tree of Freedom"; (9) "Secret Stamp Talk"; and (10) "Fun in the Seventies." Kits are distributed in a kit storage box, with multiple copies of some materials. On the basis of the ballots, the USPS intends to issue a limited edition of 15 commemorative stamps celebrating each decade of the 20th Century. (JH)

ED 421 468 SP 038 037

Theunissen, Marielle; Veenman, Simon
Interorganisational Networks in the Domain of In-Service Teacher Training.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; Cooperative Planning; *Cooperative Programs; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; *Networks; *Teacher Improvement; Teachers
IDENTIFIERS- Netherlands

This study examined the characteristics of networks of Dutch teacher training colleges and school-counseling services for inservice teacher training. The study involved a 1992 nationwide survey of inservice training counselors at 42 teacher training colleges and 66 school-counseling services. The survey asked about characteristics of the participants' networks. The results highlighted four types of networks. Researchers examined the networks in detail via a multiple-case study with four network cases. Using several interviews for each case, researchers asked about cooperation regarding inservice training in general and about an educational management course in particular. They also discussed the structure of the cooperation. Certain teachers completed a separate questionnaire about cooperation between teacher-training colleges and school-counseling services during the educational management course and during other courses and the perceived effects of cooperation on the quality and utility of the inservice training. Results indicated that exchange networks (which exchanged professional expertise and resources) were most common, followed by coalitions (which joined forces) and circuits (which attained joint goals). The study showed that the nature of the networks changed over time. The vagueness of government policy about future networking encouraged the respective organizations to cling to their individual autonomy. (Contains 30 references.) (SM)

ED 421 487 TM 028 025

Liebling, Cheryl Rappaport
Achieving Standards-Based Curriculum Alignment through Mindful Teaching.
SPONS. AGENCY- Region III Comprehensive Center, Arlington, VA.; New York Technical Assistance Center, New York, NY.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Educational Change; *Elementary Secondary Education; Nontraditional Education; Professional Development; *School Districts; *Standards; *Teaching Methods
IDENTIFIERS- *Curriculum Alignment; Reflective Practice

In this paper, standards-based curriculum alignment is represented as an inquiry strategy for creating a district's coherent curriculum for kindergarten through grade 12. A coherent curriculum is one in which the district's written curriculum is externally congruent with state and/or national academic content and performance standards, and the district's actual curriculum as taught is internally congruent with its standards-based written curriculum. This paper argues that the implementation of the "how-to" process of curriculum alignment is a necessary, but insufficient, condition for substantive improvements in teaching and learning. Incorporating new perspectives on curriculum coherence, curriculum inquiry, and mindful teaching into the "how-to" steps of alignment will, however, unite the "how-to" with the "why-to." It is through standards-based curriculum alignment guided by mindful teaching that educators may overcome the barriers to school change that have, thus far, impeded achievement of higher standards for all. The paper reviews traditional approaches to curriculum alignment, and discusses new "how-to" approaches, including professional development, on-line resources, and products and tools for assuring internal and external curriculum congruence. "Why-to" approaches and an inquiry strategy for achieving standards-based curriculum alignment are also discussed. (Contains 6 figures and 44 references.) (SLD)

ED 421 506 TM 028 465

Mills, Rollin W.

Development of Program and Individual Student Evaluation Models for Foreign Language in the Elementary School.

PUB DATE- 98
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Difficulty Level; Elementary Education; French; Japanese; *Language Tests; *Listening Comprehension Tests; Models; Program Evaluation; Reading Tests; Second Language Instruction; Second Language Learning; *Second Language Programs; Spanish; Student Evaluation; Tables (Data); Teacher Made Tests; *Test Construction
IDENTIFIERS- South Carolina

This study was conducted to evaluate the tests developed by elementary foreign language teachers of French, Japanese, and Spanish in a school district in South Carolina. The tests were designed to determine the level of end-of-year student learning and to provide a basis for evaluating the curriculum of each of the three languages. The French and Spanish tests contained tests of listening and comprehension, vocabulary, and reading, and the Japanese test contained tests of listening, complex listening skills, and vocabulary. The tests were analyzed in terms of item difficulty, high-low discrimination indices, and distributions patterns. The subtests were also analyzed, highlighting the tendency of teacher-made tests toward the measurement of minimal skills. The study provides descriptive statistics for all parts of the tests and the total test results. Analysis indicates that, in general, all three tests had too low a level of difficulty, with few questions to challenge the more able students. These results are a contribution toward the improved design of foreign language tests for elementary school students, for whom foreign language study is still relatively rare. (Contains 9 tables, 30 charts, and 17 references.) (SLD)

ED 421 525 TM 028 850

Davey, Tim; Parshall, Cynthia G.
New Algorithms for Item Selection and Exposure Control with Computerized Adaptive Testing.
PUB DATE- 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adaptive Testing; *Algorithms; *Computer Assisted Testing; *Efficiency; *Selection; Simulation; Test Construction; *Test Items; Testing Problems
IDENTIFIERS- *Item Exposure (Tests); Test Security

Although computerized adaptive tests acquire their efficiency by successively selecting items that provide optimal measurement at each examinee's estimated level of ability, operational testing programs will typically consider additional factors in item selection. In practice, items are generally selected with regard to at least three, often conflicting, goals: (1) to maximize test efficiency by measuring examinees as quickly and accurately as possible; (2) to protect the security of the item pool by controlling the rates at which popular items can be administered; and (3) to assure that the test measures the same composite of multiple traits for each examinee by balancing the rates at which items with different content properties are administered. This paper focuses on the goals of maximizing test efficiency and controlling item exposure rates, avoiding a discussion of content balance. Problems in existing algorithms for accomplishing these goals are outlined and illustrated, and some alternative algorithms that offer at least a partial solution are presented. Posterior weighted information is suggested as a new item selection method, and its usefulness is demonstrated through a simulation. Conditional exposure control is suggested to control exposure rate, and a similar simulation is presented to demonstrate its usefulness. (Contains one table, seven figures, and seven references.) (SLD)

ED 421 542 TM 028 868

Danielson, Charlotte; Marquez, Elizabeth
A Collection of Performance Tasks and Rubrics. High School Mathematics.
PUB DATE- 98
NOTE- 212p.; For collections for upper elementary and middle school, see TM 028 866-867.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Curriculum Development; Evaluation Methods; High School Students; *High Schools; *Mathematics Tests; *Performance Based Assessment; Scoring; *Secondary School Mathematics; Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Scoring Rubrics

This book is a guide to the development and use of performance tasks and rubrics in the high school mathematics classroom. It contains a rationale for, and a discussion of strengths and limitations of, performance tasks to assess student achievement and progress in mathematics. A field-tested process is offered for developing performance tasks and rubrics. Chapter 1, "Introduction," provides an introduction to performance assessment and how it differs from traditional testing. Chapter 2, "Why Performance Assessment," presents the rationale for performance assessment and compares its strengths and weaknesses in comparison with traditional testing. In Chapter 3, "Making an Evaluation Plan," there are suggestions for making an evaluation plan and linking that plan to the overall approach to curriculum development. Chapter 4, "Evaluating Complex Performance," contains an overview of evaluating complex performance and includes a description of evaluating nonschool, yet complex, performance that can be used in a workshop setting to introduce educators to performance assessment. Chapters 5 and 6, "Creating a Performance Task" and "Creating a Rubric," offer the step-by-step procedure for creating a performance task and a rubric for classroom use, and Chapter 7, "Adapting Existing Performance Tasks and Rubrics," suggests techniques for adapting an existing performance task to the specific classroom. Chapter 8, "High School Mathematics Performance Tasks," offers performance tasks for the major topics in high school mathematics. An appendix contains handouts to be distributed to students for each of the 21 tasks. (Contains nine figures.) (SLD)

ED 421 222 PS 026 653

Schmidt, Patricia Ruggiano
Cultural Conflict and Struggle: Literacy Learning in a Kindergarten Program. Rethinking Childhood, Volume 5.
PUB DATE- 98
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; Classroom Environment; Cultural Activities; Cultural Awareness; *Cultural Differences; Cultural Isolation; Cultural Literacy; Cultural Pluralism; *Culture Conflict; English (Second Language); Family Environment; Family School Relationship; Holidays; Kindergarten; *Kindergarten Children; Limited English Speaking; *Literacy; *Minority Group Children; Peer Relationship; Primary Education; Teacher Attitudes

Noting that literacy development is a social phenomenon, this book provides an account of the cultural conflicts and struggles experienced by two children from culturally different backgrounds and their teacher in a kindergarten program. The book is divided into eight chapters. The first chapter, "Introduction: History of the Struggle," introduces the research that explores the consequences of not working to understand and appreciate children's cultural backgrounds; this chapter also describes how these specific children, teacher, and kindergarten program were studied. The second chapter, "The Setting: Home and School Cultures," describes the children and their families, the teacher and her colleagues, and the kindergarten program within the school setting. The third chapter, "Isolation: Working and Playing with Others," portrays the children's unhappy social encounters in learning centers, whole-group lessons, and special classes. The fourth chapter, "Conflict and Struggle: Literacy Learning Program," outlines the components of the formal literacy learning program and the children's progress throughout the year. "Tinsel and Tension: Holidays and Celebrations," the fifth chapter, features classroom holidays and celebrations, and demonstrates the children's confusion with participating in unfamiliar rituals. The sixth chapter, "Confusion: Home and School Communication," depicts specific struggles of children, families, and educators when there is weak communication between home and school. The seventh chapter, "Classroom Community: Diversity and Literacy," considers the issues and principles derived from this study of cultural conflict and struggle and makes suggestions for classroom teachers and schools. "Epilogue: Teacher as Change Agent," the final chapter, is the story of the teacher's efforts during the year following the study to make positive changes in her classroom. Contains 191 references. (LPP)

ED 421 241 PS 026 699

Kids Count 1996. Data Book on Louisiana's Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 211p.; For 1995 Data Book, see ED 404 011. For 1994 Data Book, see PS 026 698.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Abuse; Child Health; Child Neglect; Child Welfare; Childhood Needs; *Children; Crime; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Employed Parents; Family (Sociological Unit); Foster Care; Health Insurance; Incidence; Infant Mortality; Mortality Rate; Poverty; Prenatal Care; Racial Differences; *Social Indicators; State Programs; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Food Stamp Program; *Indicators; *Louisiana; Welfare Reform; Women Infants Children Supplemental Food Program

This Kids Count data book presents statewide trends in the well-being of Louisiana's children. The statistical report is based on seven major groups of indicators of well-being: (1) poverty; (2) employment and income; (3)children receiving welfare; (4) maternal and child health; (5)children in trouble; (6) child abuse and neglect cases; and (7)public education. Part 1 provides an overview of findings related to poverty; employment and income, focusing on welfare reform and the FIND WORK Program; the lack of health insurance for children; child health indicators; and the need to intervene to improve children's lives. Part 2, the bulk of the document, details demographic and indicator findings for the state as a whole and for each parish, comparing Whites and African Americans. Part 3 provides information on statewide and parish trends from the early to mid-1990s. Findings indicate that about 20 percent of births are to teen mothers; the low birthweight rate is the third highest in the nation; the adequate prenatal care rate has improved; the infant mortality rate for African American infants more than doubles that of white infants; about 5,500 children are placed into foster care each year; and the number of children receiving Aid to Families with Dependent Children (AFDC) has declined. The report also contains data notes and sources. (KB)

ED 421 261 PS 026 746

Kids Count in Delaware: Fact Book, 1995.

SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 68p.; For "1996 Fact Book", see ED 406 003.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Births to Single Women; *Children; Crime; Delinquency; Demography; Dropout Rate; *Early Parenthood; Economic Factors; Mortality Rate; One Parent Family; Racial Factors; Secondary Education; *Social Indicators; Tables (Data); *Well Being; Youth Problems

IDENTIFIERS- Arrests; *Delaware; *Indicators

This Kids Count fact book examines statewide trends in the well-being of Delaware's children. The statistical portrait is based on key indicators in four areas: single-parent families, births to teenage mothers, juvenile crime and violence, and education. Following brief sections on the state's demographics and economic status, the fact book details percentages for single mothers, single female heads of households, at-risk births, infant mortality, school dropout rates, and youth violence and drug arrests. The remainder of the report provides data tables for the state and each county in the areas of population, education, birth, economic well-being, juvenile arrests, and child safety. These are followed by additional tables detailing more specific indicators such as poverty rates, adequacy of prenatal care, leading causes of death by age, enrollment and dropout rates by race, and juvenile arrests by type of crime. (HTH)

ED 421 282 PS 026 831

Kindergarten in Alberta: A Handbook for Parents, 1998. (Second Edition)
PUB DATE- 98
NOTE- 45p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Child Development; Classroom Environment; *Educational Objectives; *Elementary School Curriculum; Environmental Education; Foreign Countries; Grade 1; *Kindergarten; *Kindergarten Children; Language Arts; Mathematics; *Parent Participation; Physical Education; Primary Education; School Readiness; Social Responsibility; Special Needs Students; Student Evaluation; Transitional Programs; Young Children
IDENTIFIERS- Alberta

Kindergarten marks a new beginning for parent and child, and presents challenges for parents as their child makes the transition from home to school. This handbook provides a description of what parents can expect of their child's kindergarten program in Alberta, Canada. It describes how young children learn, how learning is assessed, and how parents can be involved. Sections include: (1) "What are young children like?"; (2) "What do children learn in Kindergarten?"; (3) "How do young children learn?"; (4) "What will you see in the Kindergarten area?"; (5) "How and why is children's learning assessed in Kindergarten?"; (6) "Some children have special needs. How will the Kindergarten program meet these needs?"; (7) "How will the Kindergarten program help prepare children for Grade 1?"; (8) "How can parents be involved?"; and (9) "Questions parents may want to ask the teacher." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 301 PS 026 850

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 8. Second Edition.

PUB DATE- 98

NOTE- 46p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education

IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 8 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 8 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Learner Outcomes in Technology"; (10) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (11) French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 318 RC 021 566

Gifted and Talented Students. IDRA Focus.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Cultural Pluralism; Educational Needs; Educational Strategies; Elementary Secondary Education; *Gifted Disadvantaged; *High Risk Students; *Limited English Speaking; Minority Groups; Parent Role; Parent Student Relationship; Special Education; *Talent Identification
IDENTIFIERS- *Coca Cola Valued Youth Program; *Reform Strategies; Texas

This theme issue includes five articles that focus on issues surrounding gifted and talented students, especially as they relate to poor, minority, or limited-English-proficient children. "Traditional Methods of Identifying Gifted Students Overlooks Many" (Linda Cantu) presents findings from the National Educational Longitudinal Study that minority and economically disadvantaged students are underrepresented in gifted and talented programs. Reasons for the disparities and recommendations for improving the identification process are presented. "Raising 'Will Hunting'--10 Tips for Parenting Gifted and Talented Children" (Hilaria Bauer) suggests that programs that overlook cultural differences in learning may be responsible for the fact that gifted minority learners do not perform to their full potential and may have problems in school. Ten recommendations are presented in Spanish and English for parents of gifted students struggling with school. "Coca-Cola Valued Youth Program: Looking for Gifts in All the Right Places" (Josie Danini Supik) discusses an example of a program that uses gifted and talented strategies successfully with limited-English-proficient students. "At-risk" secondary students are placed as tutors of primary students, allowing previously overlooked talents to shine. More than 98 percent of participants stay in school. An accompanying article, "Reflections," presents comments from participants. "Insights into Gifted and Talented English Language Learners" (Andrea B. Bermudez, Judith A. Marquez) presents strategies for identifying gifted and talented English language learners, including collecting background data and work samples for each student, determining if cultural and linguistic behaviors obscure the child's giftedness, considering all nominations, and examining standardized test scores in light of demographic data. Sidebars present comments on the passage of California proposition 227, Web sites on education of gifted and talented students, and definitions of and recommendations concerning children with outstanding talent. (TD)

ED 421 335 SE 061 504

Crisis & Commitment: NACME 1997 Annual Report.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Engineering Education; Financial Support; Higher Education; Information Dissemination; *Minority Groups; *Partnerships in Education; *Public Policy; *Scholarship Funds; Science Programs; Secondary Education
IDENTIFIERS- National Action Council for Minorities in Engineer

This annual report details the activities of the National Action Council for Minorities in Engineering (NACME) for 1997. It contains descriptions of organizational activities pertaining to research, public policy analysis, the status of national programs at precollege and university levels, the scholarship program for engineering students from minority communities, and the dissemination of information through publications, conferences, and electronic media. The report contains a statement of financial position; statement of activities; and charts showing the following: NACME scholarship programs; fall semester freshmen enrollments in engineering from 1974-74 to 1996-97 for African Americans, Latinos, and American Indians; and Bachelor's degrees in Engineering by ethnicity and gender for academic years 1990-91 to 1996-97. (DDR)

ED 421 356 SE 061 612

Jarman, Ron
Teaching Mathematics in Rudolf Steiner Schools for Classes I-VIII. How To Become Imaginative and Holistic. Volume 1, Up to Age 14.
PUB DATE- 98
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Algebra; *Arithmetic; Elementary Secondary Education; Foreign Countries; *Geometry; Mathematics Activities; *Mathematics Instruction; *Statistics; Teaching Methods
IDENTIFIERS- *Steiner (Rudolf)

This book aims to present helpful, practical ideas and suggestions for mathematics teaching. Focus is on how teaching can be developed in a Rudolf Steiner (Waldorf) School and includes treatment of mathematical topics applicable to the 7-14 age group. Suggestions for curriculum and examples for children to work on are presented with a very wide ability of student in mind. Chapters include the following: (1) Mathematics and the Mystery Schools; (2) What Stimulates the Child; (3) Suitable Examples for Children's Written Arithmetic in Classes 1 To 3 (6 to 9 Years Old); (4) The Heart of Childhood; (5) Suitable Examples in Classes 4 and 5 (9-11 Year Olds); (6) Class 6 Mathematics (Ages 11-12); (7) Arithmetic and Algebra in Classes 7 and 8 (Children of 12 To 14); (8) Geometry in Classes 7 and 8 (Ages 12 to 14); (9) Statistics and Graphs; (10) A Summary of a Modern Waldorf Curriculum in Mathematics; and (11) Looking Forward--To the Upper School and Beyond. Also contains an appendix, chapter notes, and 19 references. (ASK)

ED 421 378 SO 028 407

Rozek, Patricia
Increasing Elementary Teachers Knowledge in Discipline-Based Art Education through Inservice.
PUB DATE- 94
NOTE- 77p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Art Appreciation; Art Criticism; *Art Education; Art History; *Discipline Based Art Education; Faculty Development; *Inservice Teacher Education; Primary Education; Teacher Improvement

This paper describes a program developed and implemented to increase an elementary school staff's basic knowledge of discipline based art education (DBAE). The target group consisted of one preschool teacher, three kindergarten teachers, three first grade teachers, one second grade teacher, and two third grade teachers. The program consisted of inservice instruction in the four disciplines of art, scanning techniques, technology and other resources, and a DBAE implementation period. Success was measured by the target group's results on a posttest of basic knowledge in DBAE, successful writing of art criticism questioning strategies, implementation of all four disciplines of art into a unit of instruction, and utilization of technology resources. All of the program objectives were met with the target group improving dramatically in all areas. Appendices include a DBAE pretest, principal's statement, DBAE posttest, an art criticism questioning checksheet, and a unit checksheet which includes the four disciplines of art. Contains 12 references. (EH)

ED 421 401 SO 028 895

Davis, David, Ed.
Interactive Research in Drama in Education.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Acting; Creative Dramatics; *Drama; Dramatic Play; *Dramatics; Foreign Countries; Higher Education; Oral Interpretation; Teaching Methods; Theater Arts
IDENTIFIERS- Heathcote (Dorothy)

This book contains papers presented at an "Interactive Research Conference" held in June 1996 at the University of Central England. The conference focused on the pioneering work of Professor Dorothy Heathcote in the field of drama in education. Twenty-three different countries were represented at the conference. The book has three sections. Section 1, "Responses and Outcomes," includes: (1) "Dorothy Heathcote Reflects with Gavin Bolton"; and (2) "Truth and Imagination - A Little Investigation in Three Fits" (John Fines). Section 2, "Research Presentations," offers: (1) "Dorothy Heathcote's Uses of Drama for Education: In Search of a System" (Maria Zannetou-Papacosta); (2) "People Switching People On: Drama in Education - An Alternative Model for School Management" (B. Matusiak-Varley); (3) "Creative Uncertainty: Energy Surges in the Principles and Practice of Dorothy Heathcote" (Claire Armstrong-Mills); and (4) "'Its Not Your Every Day Lesson Is It?' In Search of the Quality of Learning Operating in Mantle of the Expert" (Iona Towler-Evans). Section 3, "Poster Presentations," contains: (1) "Bertolt Brecht and Dorothy Heathcote: New Beginnings" (Al Muir); (2) "Dorothy Heathcote's Approaches to Drama in Education Applied to the Teaching of English in a Comprehensive School in France" (Prisca Schmidt); (3) "'When You Have an Important Job to Do and You Have a Worry, Its a Big Worry" (Iona Towler-Evans); (4) "'A Mythic Journey'" (Eleni Kanira); and (5) "Circus Labrovski at the Wake Green Centre" (Maria Gee). (EH)

ED 421 426 SO 029 074

Wright, Kathleen M.
English as a Second Language; Freshman English; and Indian Literature. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
PUB DATE- 97
NOTE- 7p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Community Colleges; Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; Freshman Composition; *Indians; Instructional Materials; Modern History; Multicultural Education; Non Western Civilization; Two Year Colleges; *World History
IDENTIFIERS- *India

This paper contains three lesson plans about India for use at the community college level by teachers of freshman English, any literature course that includes a unit on Indian literature, or English as a Second Language. The lessons vary in length and depth with the pace set by the professor. None is intended to be completed in one class period. The lessons contain objectives and procedures for conducting the lesson, as well as suggestions for additional resources. (EH)

ED 421 451 SO 029 457

Vanneman, Alan; Shuler, Scott; Sandene, Brent
NAEP and Music: Framework, Field Test, and Assessment.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Educational Assessment; *Educational Background; Elementary Secondary Education; Fundamental Concepts; Grade 12; Grade 4; Grade 8; *Knowledge Level; *Music; Music Education; *National Surveys; Performance; Problem Solving; Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has developed a new generation of assessment tasks for evaluating student achievement in music. Using paper-and-pencil and performance formats, these tasks draw on the musical traditions of many cultures and historical periods. This report summarizes results from the 1997 assessment of eighth grade student achievement in the arts. Students were assessed in music and the visual arts using a nationally representative sample of all students, regardless of their background in music or the visual arts. The music sample data included about 2000 public and private school students. The assessment covered content and process. The content included knowledge and understanding of music and perceptual, technical, expressive, and intellectual/reflective skills. The processes included creating, performing, and responding. In 1995 NAEP field tested the assessment tasks for grades four (about 1500 students) and eight (about 1500 students). Twelfth-grade tasks, involving about 1,200 students, were field tested in 1997. The NAEP assessment used two types of tasks in the field tests: paper-and-pencil tasks and performance tasks. Paper-and-pencil tasks required students to respond to multiple choice questions about recordings, musical notation, and other stimuli. The performance tasks covered creating and performing music. The performance tasks were appropriate for students with and without formal music training. The scoring guides used for the paper-and-pencil tasks were inadequate, limited, or adequate. Scoring guides for the performance tasks were inadequate, limited, adequate, and developed. (JEH)

ED 421 469 SP 038 038

Mayo, Nolie

Content Alignment Project Report. English/Language Arts, Mathematics, and Social Studies. Alignment of Community College, University, and Internship Content.

PUB DATE- 98

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; Community Colleges; Elementary Secondary Education; English Curriculum; Higher Education; Language Arts; Mathematics Education; *National Standards; *Partnerships in Education; Preservice Teacher Education; Public Schools; Social Studies; *State Standards; *Teacher Certification; *Teacher Competencies

IDENTIFIERS- University of Houston Clear Lake TX

A Content Alignment Committee defined the subject matter that beginning teachers who complete the University of Houston-Clear Lake (UHCL) program must understand in order to provide meaningful learning experiences to public school students. The committee met during 1997 to examine content standards in English/language arts, mathematics, and social studies. Each of the three action teams included someone from the School of Education, the UHCL school housing the discipline where the content courses were taught, a community college, and a professional development school. The three teams developed topics or concept statements that included knowledge, central themes, and patterns of thinking specific to the content. The content statements were aligned with national, state, and local standards identified as an appropriate emphasis in the teacher preparation program at the community college, university, or professional development school. This paper describes content alignment project objectives, the project concept and vision statement, the background of teacher education standards, and the project review process. The resulting standards for each of the three areas are included. An appendix presents the University of Houston-Clear Lake Community College Transfer Plans and a list of required courses in each content area. (SM)

ED 421 488 TM 028 269

Slavin, Robert E.; Fashola, Olatokunbo S.
Show Me the Evidence! Proven and Promising Programs for America's Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Compensatory Education; Dropout Prevention; *Educational Change; Educational Improvement; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation; *School Districts
IDENTIFIERS- *Elementary Secondary Education Act Title I; Research Replication

This book presents reviews of programs for elementary and secondary schools that are widely available and have some evidence of effectiveness in terms of student achievement. It also discusses district-level strategies for introducing proven programs. The comprehensive and objective evidence offered will help school and district administrators select the right program for their schools, whether school wide programs for Title I projects or for schools that get funding from whole school legislation. Criteria are outlined for program effectiveness and replicability. Relatively few programs would meet all the criteria for rigorous evaluation, but evaluative data are reported as available. Program descriptions and evaluations are grouped according to their broad objectives. The following chapters are included: (1) "Show Me the Evidence!"; (2) "Schoolwide Programs"; (3) "Classroom Instructional Programs"; (4) "Dropout Prevention and College Attendance Programs"; and (5) "School District Strategies To Support School Change." (Contains 198 references.) (SLD)

ED 421 508 TM 028 824

Bryk, Anthony S.; Thum, Yeow Meng; Easton, John Q.; Luppescu, Stuart

Academic Productivity of Chicago Public Elementary Schools. Examining Productivity Series. A Technical Report.

PUB DATE- 98

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Accountability; *Achievement Gains; Educational Change; Educational Trends; Elementary Education; Mathematics Achievement; *Productivity; Profiles; Public Schools; Reading Achievement; Scores; Standardized Tests; *Test Use; Trend Analysis; *Urban Schools

IDENTIFIERS- *Chicago Public Schools IL; *Content Referenced Tests; Iowa Tests of Basic Skills; Reform Efforts

Aspirations for the Chicago School Reform Act of 1988 and more recent accountability efforts for the central office indicate that the Chicago Public School (CPS) system needs a credible system for charting academic improvement. The annual systemwide reports of student test scores are crude and sometimes seriously biased indicators for making judgments about the productivity of individual schools. This report uses Iowa Tests of Basic Skills (ITBS) scores for all students in grades 2 through 8 from 1987 to 1996, data that represent 5- or 6-year trends, depending on the school, for student learning under reform. The report, which initiates the "Examining Productivity" series, details a series of weaknesses in the current CPS testing and reporting system, and develops an alternative approach, a school academic productivity profile to summarize the changes that have occurred in a school. The core of this approach entails estimating the value that a school adds to the learning of students taught in this school. In this initial report, the productivity profile is developed for each school and used to summarize trends in reading and mathematics achievement. Subsequent reports will use the same data to examine the performance of schools that have been especially effective. The new approach creates a new test score metric that allows researchers to take into account the different content used in the various ITBS forms to better compare results across time. Content-referenced scales for reading and mathematics are developed. The productivity profile is built of two basic pieces of information for each grade: the input status for that grade and the learning gain recorded for each grade. This reflects the value added to the learning of the school's students. Some specific recommendations are made to continue the development of the new testing and reporting system. These are: (1) alignment with CPS learning goals; (2) score reporting on a content-referenced scale; (3) a stable measurement ruler for assessing academic progress; (4) an accountability focus on the school's value added to student learning; and (5) an inclusive orientation. An appendix discusses estimating trends in school productivity. Attachments include the reading and mathematics rulers. (Contains 23 figures and 17 references.) (SLD)

Bridgeman, Brent; Potenza, Maria
Effects of an On-Screen versus Bring-Your-Own Calculator Policy on Performance on the Computerized SAT I: Reasoning Test in Mathematics.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Calculators; College Entrance Examinations; *Computer Assisted Testing; Ethnic Groups; *High School Students; High Schools; *Mathematics Tests; *Online Systems; Student Attitudes
IDENTIFIERS- *Scholastic Assessment Tests

Students taking the paper-based Scholastic Assessment Test (SAT) mathematics test are permitted to bring and use their own hand-held calculators, and this policy was continued for the computer-adaptive tests (CAT) designed for use in talent search programs. An on-screen calculator may also be used with the CAT. The bring-your-own option has raised some fairness concerns (because all students cannot afford the most sophisticated calculators) as well as security concerns (because questions could be entered into a calculator's memory and taken from the testing session), but forcing all students to use an unfamiliar on-screen calculator raises different fairness issues. This study of the computerized SAT compared the performance of 360 students tested under the current policy (bring-your-own or on-screen) with the performance of 373 students who had only an on-screen calculator available. These students had already taken a national administration of the SAT and were invited to participate. Across ethnic, gender, and ability groups, students who had to use the on-screen calculator performed as well as students who were permitted to use their own calculators. Nevertheless, students expressed a strong preference for using their own calculators. (Contains eight tables and one figure.) (Author/SLD)

ED 421 545 TM 028 871

Gerald, Debra E.; Hussar, William J.
Projections of Education Statistics to 2008.
PUB DATE- 98
NOTE- 208p.; For the 26th report in this series, (Projections to Year 2007), see ED 408 367.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; Econometrics; Educational Finance; *Educational Trends; *Elementary Secondary Education; *Enrollment; Estimation (Mathematics); Futures (of Society); *Graduates; *Higher Education; Models; Projective Measures; Research Methodology; Tables (Data); Trend Analysis
IDENTIFIERS- Projection Research; Smoothing Methods

This document is the 27th report in a series begun in 1964. It provides revisions to projections shown in "Projections of Education Statistics to 2007" and includes statistics on elementary and secondary schools and institutions of higher education at the national level. Included are projections for enrollment, graduates, classroom teachers, and expenditures to the year 2008. The report also includes projections of public elementary and secondary enrollment and high school graduates to the year 2008 at the state level. These projections reflect revisions influenced by the 1990 Census with the incorporation of 1996 estimates and latest assumptions for the fertility rate, net immigration, and mortality rate. A methodology section describes the models and assumptions used to develop the national projections, which are based on a cohort survival model, an age-specific enrollment rate model, exponential smoothing models, and econometric models. Most of the projections include three alternatives based on different assumptions about growth paths. Total public and private elementary and secondary enrollment is projected to increase from 51.4 million in 1996 to 54.5 million in 2006, but then total enrollment is projected to decrease to 54.3 million by the year 2008. Higher education is projected to increase from an estimated 14.3 million in 1996 to 16.1 million by 2008. Increases are also projected for high school graduates, the number of bachelor's degrees, the number of classroom teachers, expenditures per pupil, and teacher salaries. Data are presented in 71 figures and 52 tables, with an additional 38 tables in 4 technical appendixes. A glossary and discussion of data sources are included in the technical appendixes. (SLD)

ED 421 226 PS 026 666

Stomfay-Stitz, Aline M.; Hinitz, Blythe F.
Integration of Peace Education Conflict Resolution with the Arts and Humanities: A New Agenda for a New Century.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Tampa, FL, February 1998). Page 19 contains some illegible print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; Art Education; Conflict Resolution; Cultural Awareness; *Curriculum Development; Early Childhood Education; Educational Change; Educational Innovation; Elementary School Curriculum; *Humanities Instruction; *Peace; Preschool Curriculum; *Prosocial Behavior
IDENTIFIERS- *Peace Education

This paper discusses the integration of peace education into early childhood education through the arts and humanities curricula, considering several pedagogical developments which indicate a more favorable climate for this integration, including: (1) aesthetic literacy programs, including peace museums and the role of children's literature; (2) neuroscience developments such as whole brain learning which recognizes the importance of infant and early childhood development; (3) interdisciplinary experiences within an integrated curriculum framework; (4) social/affective education beginning with early childhood; (5) ecological and social responsibility as an expression of the integration of learning in science and social studies; (6) technological literacy; (7) cultural contexts for learning; and (8) spiritual and philosophical hopes for humanity expressed as goals for the new century. The paper argues that these new insights hold the promise of addressing humanity's most perplexing problem: how to resolve conflicts and live in peace and harmony in our culturally diverse society. Contains 75 references. (JPB)

ED 421 245 PS 026 703

Kwan, Celina KD
Typical Child Behaviours in Singapore Day Care Centres and Their Relationship with Language Development.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Caregiver Child Relationship; Child Behavior; Class Activities; *Day Care Centers; Early Childhood Education; *Educational Environment; Foreign Countries; *Language Acquisition; *Language Skills; Play; Social Behavior; *Verbal Development; *Young Children
IDENTIFIERS- Singapore

This study examines the relationship between the typical activities and social involvement young children experience in Singapore day care centers and the children's language development. Cognitive, physical and domestic activities and social involvement were observed in 16 day care centers and recorded using the Target Child Method of Observation. A comparison of these activities was then made between centers that exhibited "high progress" and "low progress" in language development. The findings showed that children in Singapore child care centers spent a majority of their time in adult-led teaching sessions, and in cognitive and domestic activities. Centers that exhibited high language development had children who were more occupied with cognitive activities and fine and gross motor activities than other activities; these children were also found in small groups. The high-progress centers also exhibited more incidence of verbal interaction with peers and adults. (JPB)

ED 421 266 PS 026 753

Petersen, Evelyn
1-2-3 Blocks: Beginning Block Activities for Young Children.
PUB DATE- 98
NOTE- 80p.; Illustrated by Marion Hopping Ekberg.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Games; Class Activities; Early Childhood Education; Games; Instructional Materials; Learning Activities; Manipulative Materials; *Play; *Preschool Children; Preschool Curriculum; Preschool Education; Teaching Methods; Toys
IDENTIFIERS- *Blocks; Play Learning

This book discusses ways that blocks can be used with young children to help them develop different intellectual, motor, and social skills. The book is divided into four sections organized by block type: (1) unit blocks; (2) hollow blocks; (3) table blocks; and (4) homemade blocks. Each section describes the block type, gives reasons for using the blocks, explains how to supervise block play, and suggests ways to use the blocks across the curriculum to promote various skills and concepts, including math and language skills. (LPP)

ED 421 285 PS 026 834

Curriculum Handbook for Parents, 1998-1999: Grade 3. (Second Edition).

PUB DATE- 98
NOTE- 32p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 3 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 3 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Learner Outcomes in Technology"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 304   RC 021 155

Thiebaux, Raananna L.
Inside Perspectives: An Analysis of a Public School Program in a Rural Alaskan Community.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *Culturally Relevant Education; Diversity (Student); *Educational Attitudes; Elementary Secondary Education; Interviews; Parent Attitudes; Parent Participation; Public Schools; Rural Education; *School Attitudes; *School Community Relationship; Student Attitudes; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Alaska

This paper examines the perceptions of educators, parents, and students in a rural Alaska town concerning educational quality and issues in their schools. A literature review provides background on the history of education in the region, the value of culturally congruent education for Native students, the importance of teacher background in relation to the rural setting and cultural sensitivity, and the shortage of certified teachers in rural Alaska. Interviews were conducted in a remote rural Alaska town in which the population was about 50 percent Native Alaskan (from a variety of cultural groups). Most interviewees were Native Alaskans and included a teacher educator, principals, teachers, parents, and students. Qualitative analysis of the interviews revealed the following major themes: (1) culture (culturally relevant practices in the schools, extreme cultural diversity in the community, inappropriateness of mainstream materials, skepticism about the sincerity of cultural programs, mistrust of educators from "outside," culture shock when students leave the community); (2) school role and functioning (poor quality of some aspects of education, general relevance of school to students' lives, use of the community college for advanced courses, high performance at the elementary level, alternative school for potential dropouts); (3) relations among school, family, and community (parent and community participation, teacher-student relationships, ethnic relations); and (4) social issues (drinking, substance abuse, early pregnancy, family problems). Contains 6 figures and an accompanying key and 40 references.) (SV)

ED 421 320 RC 021 570

Community Mobilization Project: A Strategic Plan for American Indians in the San Francisco Bay Area.

PUB DATE- 96
NOTE- 36p.; Photographs and some pages with superimposed figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Agency Cooperation; Community Action; *Community Organizations; Community Planning; *Community Programs; Cultural Relevance; Demography; *Educational Needs; *Health Promotion; Housing; *Long Range Planning; Socioeconomic Status; Strategic Planning; *Urban American Indians
IDENTIFIERS- *California (San Francisco Bay Area)

The Community Mobilization Project was a 3-year, grassroots strategic planning process by American Indians in the San Francisco Bay Area. As a result of Bureau of Indian Affairs policies that relocated reservation Indians to the Bay Area in the 1950s-70s, over 40,000 American Indians now live in the 10-county area. However, the Indian population is dispersed and largely invisible to the overall community. During 1993-96, community visioning meetings and newly formed community councils brought together individuals and community-based organizations to plan, develop, and implement culturally relevant strategies to improve the quality of life of Bay Area American Indians. Strategies focused on: (1) health and wellness (preventive care, access to health care, substance abuse prevention); (2) education (proposed charter school, computer training facility, and cultural center); (3) housing and local economic development; and (4) community organizing and public policy advocacy. Sections in this report offer the following: an overview of the project; outline the history of American Indians in the Bay Area; provide a profile of area American Indians (demography, residential patterns, tribal affiliation, age distribution, female-headed households, educational attainment, unemployment rates, occupations, income, poverty rates, housing affordability, health status); describe American Indian community-based organizations; and recommend strategies to address each of the four areas of project focus. Recommendation B (p.21-23) concerns Education and covers the "American Indian Charter School," "UIN-Tech" (for advanced training in computer schools), and the "American Indian Culture and Education Center at Oak Knoll." (Contains 13 references, figures, and photographs.) (SV)

ED 421 338 SE 061 531

Mackin, Joan; Klindienst, David B.

Creating a Community of Science Educators: Perceptions of Preservice Teachers and Inservice Teachers on Their Professional Development Experiences.

PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty Development; Higher Education; *Partnerships in Education; *Preservice Teachers; *Science Instruction; *Science Teachers; Secondary Education; *Teacher Attitudes; *Teacher Education Curriculum

Preservice teachers can learn about science teaching through the guidance of a secondary science teacher while taking methods courses at a university or college. This paper describes the preservice and inservice teachers' perceptions of this collaborative experience and the outcomes resulting from the experience. Exploration and study into the nature of this collaborative effort indicate that a sense of a science education community was present. In order to explore this idea and others in terms of a school district and university collaboration, this paper discusses: (1) the collaborative studied; (2) the perceptions of preservice teachers, inservice teachers, and others involved with the collaborative; (3) a comparison of the findings of the study to characteristics of partnerships and education communities that promote effective teacher preparation and professional development; (4) implications for continued improvement and growth; and (5) creating a community of science educators. (Contains 16 references.) (DDR)

ED 421 360 SE 061 624

Boyd, Padi; Granger, Kara C.; Smale, Alan
AstroCappella: A Musical Exploration of the Universe. Activities and Information To Accompany the AstroCappella CD. Grades 7-12.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; *Computer Software; Educational Strategies; Elementary Secondary Education; Hands on Science; *Interdisciplinary Approach; *Music; Physics; Science Activities; Science Curriculum

AstroCappella combines the love of music with the love of astronomy. The booklet contains hands-on activities that can be done in the classroom coupled with rocking, high-energy, professionally recorded and produced songs written and performed by an established vocal band. The lesson plans help students learn how convection works, how radio telescopes work, how a payload landing is protected on another planet, and what scientists learn by looking for x-rays from the skies. Students build and test a type of communication system called a parabolic dish receiver, demonstrate the Doppler effect, model the preparation needed for a soft landing on a planet or object in space, learn about the technique known as sampling, examine convection in a bowl of soup, and learn about high energy astronomy. AstroCapella song lyrics are included. (DDR)

ED 421 382 SO 028 452

Slekar, Timothy D.
Technology's Impact on One Teacher's Philosophy of Teaching U.S. History.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Computer Uses in Education; Computers; Educational Technology; Grade 8; *History Instruction; Information Sources; *Internet; Junior High Schools; Middle Schools; Primary Sources; Social Studies; *United States History

This study focuses on the relationship between an eighth-grade U.S. history teacher's philosophy of teaching history and his selections of Internet-based, instructional materials to help with curriculum and instruction decisions. The objective of the research is an investigation of two reciprocal influences: (1) the teacher's philosophy of teaching history on choosing resources from the Internet; and (2) the influence that the Internet has on this teacher's philosophy of teaching history. The teacher in the study was interviewed once a week during the first year of the study. Classroom observations were conducted once every two weeks to record teacher-student interaction with the Internet during instruction. The teacher's Internet log books also were analyzed. A shift in the teaching philosophy was noted as more resources were available for classroom use and that was followed by greater experimentation with curricular and instructional decisions. (EH)

ED 421 404 SO 028 919

Williams, Mary Ann
Africa Activity Book.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *African History; *African Studies; Area Studies; Community Resources; Cultural Centers; Elementary Education; Exhibits; Foreign Countries; Local History; *Material Culture; Museums; Resource Centers; *Social Studies
IDENTIFIERS- *Africa; Field Museum of Natural History IL

This activity book accompanies the permanent "Africa Exhibit" at the Field Museum in Chicago (Illinois). The exhibit and the activities are designed to help students become aware of the diversity of Africa, its peoples and cultures, and its rich history. Some activities are intended for use at the exhibit while others ask students to apply themes from the Africa Exhibit to their own lives. The activities can be done prior to a visit, during a visit, or upon returning to the classroom after seeing the exhibit. Reproducible student pages are part of the booklet. (EH)

ED 421 430 SO 029 078

Hrea, Robin
Overcoming Cultural Conflict with Knowledge. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
PUB DATE- 97
NOTE- 10p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Conflict Resolution; Cultural Awareness; *Culture; Ethnic Groups; Foreign Countries; High Schools; *Indians; Instructional Materials; Modern History; Multicultural Education; Non Western Civilization; Social Studies; *World History
IDENTIFIERS- *Asia (South); *India

This unit contains two lessons to promote commonality of culture and indicate differences as well. The first lesson asks students to explore their preconceptions about India. The second lesson is a research activity to facilitate learning about major "movers and shakers" in 20th century South Asia. Lessons include objectives, strategies, a materials list, and resources for further reading. (EH)

ED 421 454 SP 037 623

Snodgrass, Donna, Ed.; Salzman, James, Ed.
Action Research Monograph. A Collection of Action Research Investigations Done in the South Euclid-Lyndhurst City School System Which Were Initiated and Completed by District Teachers and Staff between September 1996 and September 1997.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; Classroom Research; Elementary Education; Higher Education; Minority Group Children; *Multicultural Education; Partnerships in Education; Preschool Education; Reading Comprehension; *Reading Instruction; School Districts; Second Language Instruction; *Social Development; Spanish; Special Education; *Student Attitudes; *Teacher Researchers
IDENTIFIERS- Ohio; Research Teaching Relationship

The nine reports included in this monograph are: (1) "Phonemic Awareness/Multisensory Instruction: An Intervention for Kindergarten Children at Risk in Pre-Reading" (Marcia Anselmo and Patricia Kulp); (2) "The Effects of Reading Aloud vs. Sustained Silent Reading on Student Comprehension" (Karen Border and Mark Ranski); (3) "An Investigation into the Reading and Writing Attitudes of Second Graders Who Have Participated in Whole Language vs. Intensive Phonics Instruction" (Carolyn Bruce and Diane Wieland); (4) "Developing a Screening Instrument to Determine the Level of Prosocial Skill Development of First Grade Girls" (Jean Fankell, Maureen O'Sullivan, Noreen Smyth, and Kathleen Usaj); (5) "Opera Program" (Darryl Innocenzi, Helen Lauro, and Cathy Stang); (6) "The Impact of Multicultural and Non-Multicultural Educational Settings on the Attitudes of Students toward Minority Students" (Ginette Kuper-Lewis); (7) "A Descriptive Study of Interactions between Typically Developing Peers and Handicapped Children in a Special Education Preschool Setting" (Anita Melfi Visoky and Beth Dickerman Poe); (8) "The Effect of Oral vs. Written Instructional Methods on Proficiency in Spanish Classes" (Dave Nemecek); and (9) "Work in Progress" (Jeff Teeter). Information and forms relating to use of human subjects in research and brief biographies of the authors are included. (ND)

ED 421 471 SP 038 040

Daugherty, Michael; Foehr, Regina; Haynes, Thomas; McBride, Lawrence
Building Bridges Symposium. Linking the Disciplines During Pre-Service Teacher Education.
PUB DATE- 97
NOTE- 27p.; Presented at the Building Bridges Symposium (Illinois State University, Normal, IL, October 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; Business Education; Consumer Education; Curriculum Design; Elementary Secondary Education; English Instruction; Family Life Education; Higher Education; History Instruction; Industrial Education; Industrialization; *Integrated Activities; *Interdisciplinary Approach; Law Related Education; Mathematics Education; *Preservice Teacher Education; Science Education; Social Studies; Technology; United States History

This paper is further subtitled "Presentations of integrated units of instruction by interdisciplinary teams of pre-service teacher education students showcasing student-developed curriculum integration ideas." The units include the following: "Get Your Kicks on Route 66" (integrating Family and Consumer Sciences, Business, and Industrial Technology); "Depressionism" (integrating Business, English Literature, and American History); "Integrating Industrialization into the Future" (integrating English, Family and Consumer Sciences, History, and Business); "Expanding Our Horizons" (integrating Business/Accounting, History, and English); "Petroleum Refined" (integrating Business/Consumer/Sales, Social Studies, English, and Industrial Technology); "The Boom Years: Consumerism in American Society 1950-1960" (integrating Sociology, Business, History, and English); "Curriculum Integration of Cause & Effect" (integrating Mathematics, Business, Social Studies, and Science); "International Trade" (integrating Economics, History, and Business Law); "The Automobile: The Tie That Binds Society" (integrating History/Social Studies, English, Economics/Business, and Industrial Technology/Automotives); and "An Integrated Study of American Industrialization" (integrating Business, Family Living, History, and Literature/Composition). For each presentation, there is information on presenters, subjects integrated, objectives, rationale, resources needed, unit description and activities, evaluation, and references. (SM)

ED 421 490 TM 028 449

De Champlain, Andre F.; Margolis, Melissa J.; Ross, Linette P.; Macmillan, Mary K.; Klass, Daniel J.

Setting Test-Level Standards for a Performance Assessment of Physicians' Clinical Skills: A Process Investigation.

PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Experience; Higher Education; Interrater Reliability; Medical Education; Medical Students; *Performance Based Assessment; *Physicians; *Skills; Standards; *Student Evaluation
IDENTIFIERS- *Standard Setting; *Standardized Patients

The purpose of the present investigation was to address several critical issues relating to setting a performance standard on a nationally administered standardized patient examination (SPX). The specific goals of the study were to: (1) compare pass/fail rates from this exercise to those of past studies undertaken with the same examination; (2) assess inter-rater classification consistency at both the case and test levels; and (3) determine whether a partially or fully compensatory model more accurately accounts for the process by which expert judges set test-level standards. Examinee data rated by the standard-setting judges in this study were taken from the 1996-97 administration of the National Board of Medical Examiners standardized patient examination at two testing sites. A random sample of 160 fourth-year medical students was chosen for the investigation, and 8 clinicians were recruited to provide the expert judgments. This information will be valuable in helping determine how to best set a fair and defensible standard for future forms of the SPX. (Contains 4 tables, 1 figure, and 22 references.) (SLD)

ED 421 509 TM 028 834

Aubel, Judi
Participatory Program Evaluation. A Manual for Involving Program Stakeholders in the Evaluation Process.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Data Analysis; *Data Collection; Evaluation Methods; Foreign Countries; *Health Programs; Mothers; *Planning; *Program Evaluation; Workshops
IDENTIFIERS- Africa; *Participatory Evaluation; *Stakeholders

This manual was designed for Catholic Relief Services staff who want to improve the health and nutrition component of maternal and child health programs. The methodology presented had already been used in two country programs in Africa, and the experiences in those program evaluations made this guide to participatory evaluation useful for other evaluation situations. Chapters 1 and 2 discuss a number of concepts that underlie a participatory approach to evaluation, setting the stage for the discussion of practical evaluation steps in chapter 3. These include: (1) preplanning meetings; (2) the evaluation planning workshop; (3) field data collection and analysis; (4) a workshop to formulate the lessons learned; (5) development of an action plan; and (6) the finalization and dissemination of the evaluation report. Chapter 4 presents some conclusions about the use of participatory evaluation. It stresses the importance of careful planning and the availability of certain human and other resources. Chapter 5 presents some cautions related to the use of the participatory methodology, and chapter 6 contains a list of 19 practical references for evaluators. (SLD)

ED 421 528 TM 028 854

Bridgeman, Brent; Cooper, Peter
Comparability of Scores on Word-Processed and Handwritten Essays on the Graduate Management Admissions Test.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *College Students; Comparative Analysis; *Essay Tests; Graduate Students; *Handwriting; Higher Education; Interrater Reliability; Scores; Testing Problems; *Word Processing; Writing (Composition); Writing Evaluation; Writing Skills
IDENTIFIERS- *Graduate Management Admission Test

Essays for the Graduate Management Admissions Test must be written with a word processor (except in some foreign countries). The test sponsors, the Graduate Management Admissions Council, believed that this is fair because some word processing skill is a prerequisite for advanced management education. Furthermore, it might also be unfair to require students who routinely use word processors to shift to paper and pencil just for a testing situation. The current study addressed the comparability of scores from handwritten and word-processed essays using a sample of 3,470 examinees who had written essays in both formats. Both the computer and paper-and-pencil versions contained two 30-minute essays questions, one asking for an analysis of an issue and the other analyzing the reasoning of a presented argument. Results indicate that scores were higher on the handwritten essays than on the word-processed essays, and that this difference did not interact with gender, ethnic, or English-as-a-Second-Language group classifications. Differences between scores for handwritten and word-processed essays were smallest for the most experienced computer users, but even examinees who reported using a word processor more than two times a week had higher scores on their handwritten essays than on their word-processed essays. Other findings indicated that reader reliability was higher for the word-processed essays, and that in either format there were substantial practice effects, with the scores on the second essay about 0.4 standard deviation units higher than scores on the first essay. (Author/SLD)

ED 421 547 TM 028 873

Glas, Cees A. W.; Meijer, Rob R.; van Krimpen-Stoop, Edith M. L. A.

Statistical Tests for Person Misfit in Computerized Adaptive Testing. Research Report 98-01.

PUB DATE- 98

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Foreign Countries; *Responses; *Testing Problems

IDENTIFIERS- Local Independence (Tests); *Person Fit Measures; Power (Statistics); Two Parameter Model

Recently, several person-fit statistics have been proposed to detect nonfitting response patterns. This study is designed to generalize an approach followed by Klauer (1995) to an adaptive testing system using the two-parameter logistic model (2PL) as a null model. The approach developed by Klauer is described, and some difficulties in generalizing it to a computerized adaptive testing model are explored. Alternative approaches are presented, and the results of a power study and the consequences for person-fit measurement in adaptive testing situations are discussed. The first part of the simulation concerns the ability to ignore the process that causes missing data and the impact of the fact that data in adaptive testing are not observed at random. Then the power of the proposed three tests is studied. Results suggest that tests against local independence in the 2PL have little power, but that the power for testing against nonvariant abilities is relatively larger but still low. (Contains 4 tables and 18 references.) (SLD)

ED 421 227 PS 026 670

Chapin Hall Center for Children.
PUB DATE- 97
NOTE- 88p.; Both publications printed in 9 inch by 12 inch size.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Child Abuse; *Child Advocacy; Child Neglect; *Child Welfare; Childhood Needs; Children; Educational Policy; Educational Research; Family Programs; Higher Education; Policy Analysis; *Public Policy; Research and Development; *Research and Development Centers; Social Science Research
IDENTIFIERS- University of Chicago IL

This document consists of two separate publications: (1) "The Power of Knowing", a brief 12-page description of the Chapin Hall Center for Children, and (2) "Projects and Publications", a 67-page list of the center's projects and publications as of Autumn 1997. "The Power of Knowing" describes the Chapin Hall Center for Children at the University of Chicago as a research and development center focusing on policies, practices, and programs affecting children and families and communities in which they live. Starting from the position that society has a responsibility to children and that attending to children's needs serves the interests of the larger society as well, the Center conducts research on social programs for children and how to improve these programs. While the Center focuses on the needs of children at-risk for poverty, abuse and neglect, mental and physical illness, and other problems, the needs of all children are considered. "Projects and Publications" provides an annotated listing of projects and publications of the Chapin Hall Center for Children. It begins with a brief overview of the issues and Chapin Hall research in each area. Then it describes research projects and publications in six ares: (1) children's services, including child welfare, the juvenile court, and children's health and well-being; (2) primary supports for child and youth development, concerning the resources in communities that enhance the development and well-being of all children, including parks, community centers, arts programs, and sports leagues; (3) community building, focusing on the development, documentation, and evaluation of community-building in intiatives design to make communities more supportive of children and families, as well as on specific issues in community building, such as governance; (4) schools' connections with children's services, primary supports, and communities, examining the range of institutions that foster children's learning and development, including schools, families, businesses, services, communities, and the relationships among them; (5) international projects involving children's policy issues, researchers, and research centers in other countries; and (6) special projects and consultations, covering a range of projects undertaken in collaboration or consultation with other organizations. At the end of each section is a list of projects completed more than 3 years ago. Project contact information is included in each descriptions. (KB)

ED 421 246 PS 026 709

Pinquart, M.; Srugies, D.
Influences on Conflict Intensity between Adolescents and Their Mothers and Fathers.
PUB DATE- 98
NOTE- 12p.; Poster paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Conflict; Developmental Stages; Fathers; Mothers; *Parent Child Relationship; *Predictor Variables; Sex Differences
IDENTIFIERS- Adolescent Attitudes; *Intensity

One of the central developmental tasks of adolescence is the change of the parent-adolescent relationship, which includes the gradual gain of autonomy from parents while at the same time maintaining emotional connectedness to them. Conflicts often arise in this process. This study used a sample of 202 adolescents from 14 to 19 years of age to investigate the reported intensity of conflicts with mothers and fathers. Results showed that, on average, the adolescents reported more intense conflict with mothers than fathers. In analyzing predictors of conflict intensity with mothers and fathers separately, a higher reported intensity with fathers was associated with their better knowledge about adolescents' attitudes and behaviors and with more time spent together. On the other hand, joint time, parental knowledge, and strict disciplining did not predict conflict intensity with mothers. Adolescents who reported above-average differences between conflict intensity with mothers and fathers reported larger differences between time spent with mothers and fathers, between maternal and paternal knowledge of adolescent's behavior and attitudes, and between maternal and paternal strict disciplining. (Contains 27 references.) (Author/EV)

ED 421 267 PS 026 758

Early Childhood Programs: Program Evaluation.
PUB DATE- 97
NOTE- 46p.; For 1992-1993 Program Evaluation, see ED 369 546.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Day Care; *Early Childhood Education; Educational Planning; Kindergarten; Parent Participation; Parent School Relationship; Parents as Teachers; Program Evaluation; *School Activities; School Community Relationship; Special Education
IDENTIFIERS- Des Moines Public Schools IA; Montessori Preschools; Project Head Start

This report describes the early childhood education programs of the Des Moines Independent Community School District and provides evaluation of the programs' context, process, and product. Following a preface that includes the city's early childhood philosophy, the first section of the report presents a context evaluation of the programs, including their history, organizational structures, revenue, and expenditures. The second section details a process evaluation, including responsibility statements for supervisory and consultant staff in early childhood education, instructional philosophies, assessment tools, and staff development activities. The third section presents a product or outcome evaluation of the programs, including cost/benefit analysis, improvements in the preceding three years, Head Start summary, early childhood special education placement information, and survey of skills needed for entering kindergarten. The final section of the report outlines future plans of the combined early childhood programs. Three appendices contain an early childhood organizational chart, early childhood program locations, and early childhood policies, standards, and regulations. (HTH)

ED 421 286 PS 026 835

Curriculum Handbook for Parents, 1998-1999: Grade 4. (Second Edition).
PUB DATE- 98
NOTE- 32p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 4 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 4 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Learner Outcomes in Technology"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 305 RC 021 238

Orr, Eliza Cingarkaq, Comp.; Orr, Ben, Comp.; Kanrilak, Victor, Jr., Comp.; Charlie, Andy, Jr., Comp.
Ellangellemni: When I Became Aware.
SPONS. AGENCY- Administration for Native Americans (DHHS/OHDS), Washington, DC.; National Park Service (Dept. of Interior), Washington, DC.
PUB DATE- 97
NOTE- 641p.; Funding also provided by Alaska Humanities Forum.
LANGUAGE- English; Yupik
EDRS Price- MF3 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Alaska Natives; Elementary Secondary Education; Eskimos; Family Life; Females; *Folk Culture; Food; Mythology; Nonformal Education; *Oral Tradition; *Story Telling; War; *Yupik
IDENTIFIERS- Arctic; Festivals; Hunting; *Oral Literature; Shamanism; *Yupik Eskimos

The stories published in this book are the result of a collaborative effort of the elders of the village of Tununak (Alaska), the Lower Kuskokwim School District, and school staff and students. The stories were told in Yup'ik by elders at various school and community gatherings. The book is divided into seven sections: (1) hunters and animal helpers (food and the social contract, hunting and the power of the spirits); (2) Yup'ik womanhood (the Sky Woman, domesticity and violence, heroines, jealousy); (3) the two faces of Tulukaruk (Raven) (creator and trickster); (4) animal souls; (5) war and peace; (6) the land of the dead; and (7) shamans. Introductions to each section discuss such areas as the storytelling occasion, story variants in other indigenous cultures, cultural elements and symbols in the stories, the storyteller's presentation and remarks, the use of "story knives" and their reintroduction to present-day students in Tununak, the accuracy of oral tradition and tactics to assist memory, the distinctions between fictional and historical narratives, traditional winter festivals, and beliefs and practices concerned with death and with shamanism. The stories are presented in Yup'ik and English on facing pages. Contains 56 references, cultural and linguistic notes on the stories, a glossary of Yup'ik exclamations, and many photographs. (SV)

ED 421 322 RC 021 573

Bureau of Indian Affairs Outstanding Programs in Math, Science and Technology, 1995.
PUB DATE- 95
NOTE- 53p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Education; American Indians; Computer Uses in Education; *Demonstration Programs; Educational Innovation; Elementary Secondary Education; Higher Education; Mathematical Enrichment; *Mathematics Education; Program Descriptions; School Activities; *Science Education; *Science Programs; Teacher Workshops; *Technology Education
IDENTIFIERS- *Bureau of Indian Affairs Schools

This booklet describes the goals and activities of 20 exemplary programs in mathematics, science and technology for students and teachers in schools operated or funded by the Bureau of Indian Affairs. The programs are: "Computer Home Improvement Reading Program," Beclabito Day School (New Mexico); "Cherokee High School Science: Honoring Tradition/Seeking the Future," Cherokee Central High School (North Carolina); "Making Connections," Cheyenne-Eagle Butte School (South Dakota); "Effective Math and Science Strategies on the Navajo Reservation," Cove Day School (New Mexico); "Dennehotso Boarding School Library-Media Center," (Arizona); "Image Processing for Teaching," Dzilth-Na-O-Dith-Hle Community School (New Mexico); "Radio Broadcasting Program," Greyhills Academy High School (Arizona); "Haskell Math and Science Summer Workshop," Haskell Indian Nations University (Kansas); "Reclaiming the Desert with Native Plants," Little Singer Community School (Arizona); "SMILE: Science and Mathematics for Indian Learners and Educators," Northern Arizona University; "BIA Hands-On Science and Mathematics Workshop," Sandia National Laboratories (New Mexico); "RAISE: Rural American Indian Science Education Workshop," Sandia National Laboratories (New Mexico); "San Simon Elementary School Math Technology Program" (Arizona); "Science Education Training Project Workshop(s)," Sinte Gleska University (South Dakota); "SIPI College Bound Math and Science Enrichment Program," Southwestern Indian Polytechnic Institute (New Mexico); "Community Academies for Science and Mathematics," Taos Day School (New Mexico); "Native Americans in Science Program," Theodore Jamerson Elementary School (North Dakota); "Science Enrichment Program," Turtle Mountain Community High School (North Dakota); "Computers for Life Program," Tuba City Boarding School (Arizona); and "University of Arizona Holistic Science and Whole Language Works." Appendix A lists some past and contemporary American Indians in science, medicine, and technology. The bibliography in Appendix B lists over 100 resources for teachers and students. (SAS)

ED 421 340 SE 061 533

Kim, J. B.
Analysis of Discovery of Chaos: Social and Cognitive Aspects.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Computer Simulation; Computers; *Discovery Processes; Higher Education; Knowledge Representation; Physics; *Science and Society; *Scientific Concepts; *Scientific Principles; Scientists; Technology
IDENTIFIERS- *Chaos; *Chaos Theory

The purpose of this study was to examine Edward Lorenz's psychological processes and other environmental aspects in the discovery of chaos at that time. The general concept of chaos is discussed based on relations with previous scientific theories such as Newtonian physics and quantum mechanics. The constraints of discovery in terms of available technology at the time of discovery are explained. The following general arguments are made in this paper: (1) the idea of chaos is discovered utilizing the computer and it is hard to investigate without computer technology; (2) Lorenz's accumulated beliefs (knowledge) create a perceptual problem space which is a path toward the discovery of chaos; (3) knowledge can be a tool to guide discovery; (4) the approval of the discovery is a generalized and abstract process; and (5) visual representations give a general picture of the effects of chaos simulation. (Contains 36 references.) (DDR)

ED 421 362 SE 061 636

Meier, John; Rishel, Thomas

Writing in the Teaching and Learning of Mathematics. MAA Notes Number 48.

PUB DATE- 98
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Writing; Elementary Secondary Education; Integrated Activities; Interdisciplinary Approach; Mathematics Education; *Mathematics Instruction; *Writing Instruction

This text discusses how to create and incorporate effective writing assignments throughout the mathematics curriculum. It also emphasizes engaging students in a dialogue about mathematics while they are trying to learn. The first section provides concrete advice with a large number of examples so that an instructor can successfully begin to use writing in the mathematics classroom. The second section introduces some of the terminology and techniques used in writing departments to improve student writing and to improve the effectiveness of the writing experience as a pedagogical instrument. The third section offers numerous examples of projects. The last section relates writing, speaking and thinking activities. Contains 76 references. (ASK)

Perry, Mark
We're All Equal and Some Are More Equal than Others: Retro and On-going Musings on the Evolving Identities of Anti-Racist White Educators.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Decision Making; *Educational Philosophy; *Equal Education; Higher Education; Racial Relations; *Reflective Teaching; *Risk; *Self Evaluation (Individuals); Teacher Education; Teacher Effectiveness; Whites

This study examines the attitudes of eight white teachers, plus the principle investigator, who characterize themselves as anti-racist and what experiences contributed to the development of those attitudes. The analysis reviewed present teacher education courses and cited research about alternative programs and at-risk students. The driving force of teaching is engagement and not what the state or education school mandates. Engaged pedagogy includes: (1) cultural relevancy; (2) teacher reflection; (3) a pedagogy of hope; and (4) teachers as researchers (and curricularists). The study also raises the questions about current dilemmas related to curriculum changes and risk-taking to develop student engagement. (EH)

ED 421 405 SO 028 922

Nunez, Lucia
Visions of History: The Aztecs and the Spanish.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; Area Studies; Foreign Countries; *International Relations; *Latin American Culture; *Latin American History; Latin Americans; Multicultural Education; Primary Sources; Secondary Education; Social Studies; *Spanish Culture; World History
IDENTIFIERS- Aztec (People); *Latin American Studies; Mexico; Spain; Spaniards

This unit is guided by the question "How is history constructed?" In this unit, middle to secondary school students explore a variety of accounts of the clash of cultures that occurred between the Spanish and the Aztecs. Students examine a variety of primary sources and analyze the various perspectives presented. The six activities include: (1) "The Letters of Hernando Cortes"; (2) "The 'True' History of the Conquest"; (3) "The Florentine Codex"; (4) "Songs of Sorrow"; (5) "Danza de la Conquista"; and (6) "The Aztecs and the Spanish in Diego Rivera's Murals." Each activity is introduced with background information for the teacher and includes student resource materials. A closure activity ends the unit. (EH)

ED 421 431 SO 029 079

Morris, Ruth

Women's Writing in India: An Adaptable Syllabus with Annotated Reading List. Fulbright-Hays Summer Seminars Abroad, 1997 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 12p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Asian Studies; Bibliographies; Cultural Awareness; *Culture; Foreign Countries; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization; *Womens Studies; *World History
IDENTIFIERS- *India

This paper contains a course outline for a survey of writing by women from various time periods, geographic regions, and social classes of India. Particular attention is given to themes and issues concerning women's lives with readings on topics such as women's work, health and water, children, and religion. The reading list is arranged alphabetically into fiction and nonfiction sections with brief annotations about the contents of the books. (EH)

ED 421 406 SO 028 932

Totten, Samuel, Ed.; Pedersen, Jon E., Ed.
Social Issues and Service at the Middle Level.
PUB DATE- 97
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Citizenship Education; Community Services; Experiential Learning; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; School Community Programs; *School Community Relationship; *Service Learning; Social Studies; Student Participation; *Student Volunteers

This book provides a powerful and clear picture of some of the outstanding programs designed and implemented in the United States to provide young adolescents with rich, meaningful, and powerful learning activities with community service. The book is comprised of two parts with 18 essays and an introduction. The essays reflect a range of experience. Part 1, "Social Issues," includes: (1) "Social Issues in the Middle School Curriculum: Retrospect and Prospect" (James A. Beane); (2) "Challenging Barriers: A Unit in Developing an Awareness and Appreciation for Differences in Individuals with Physical and Mental Challenges" (Pauline S. Chandler); (3) "Implementing an Interdisciplinary Unit on the Holocaust" (Regina Townsend; William G. Wraga); (4) "The Homeless: An Issue-Based Interdisciplinary Unit in an Eighth-Grade Class" (Belinda Y. Louie; Douglas H. Louie; Margaret Heras); (5) "Making Plays, Making Meaning, Making Change" (Kathy Greeley); (6) "Teleconversing about Community Concerns and Social Issues" (Judith H. Vesel); (7) "Using Telecommunications to Nurture the Global Village" (Dell Salza); (8) "New Horizons for Civic Education: A Multidisciplinary Social Issues Approach for Middle Schools" (Ronald A. Banaszak; H. Michael Hartoonian; James S. Leming); and (9) "Future Problem Solving: Preparing Middle School Students to Solve Community Problems" (Richard L. Kurtzberg; Kristin Faughnan). Part 2, "Service," contains: (1) "Alienation or Engagement? Service Learning May Be an Answer" (Joan Schine; Alice Halsted); (2) "Service Learning: A Catalyst for Social Action and School Change at the Middle Level" (Wokie Weah; Madeleine Wegner); (3) "The Community as Classroom: Service Learning at the Lewis Armstrong Middle School" (Ivy Diton; Mary Ellen Levin); (4) "Incorporating Service Learning into the School Day" (Julie Ayers; Kathleen Kennedy Townsend); (5) "Science-Technology-Society: An Approach to Attaining Student Involvement in Community Action Projects" (Curt Jeffryes; Robert E. Yager; Janice Conover); (6) "Calling Students to Action: How Wayland Middle School Puts Theory into Practice" (Stephen Feinberg; Richard Schaye; David Summergrad); (7) "Our Forest, Their Forest: A Program That Stimulates Long-Term Learning and Community Action" (Patricia McFarlane Soto; John H. Parker; George E. O'Brien); (8) "Every Step Counts: Service and Social Responsibility" (Larry Dieringer; Esther Weisman Kattef); and (9) "The Letter that Never Arrived: The Evolution of a Social Concerns Program in a Middle School" (Robyn L. Morgan; Robert W. Moderhak). (EH)

ED 421 474 SP 038 046

Seng, SeokHoon; Siang, Low Meow; Wei, Tan Tai
Value Orientation of Singapore Adolescents Towards Truthfulness, Justice and Compassion.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Conference of the Educational Research Association (Singapore, November 23-25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Family Influence; Foreign Countries; *Honesty; Integrity; *Justice; Mass Media Effects; *Moral Values; Secondary Education; Secondary School Students; Sex Differences; *Student Attitudes
IDENTIFIERS- *Compassion; Singapore; *Truth

This study examined the value orientation of Singapore adolescents toward the three fundamental values of truthfulness, justice, and compassion. A random sample of 315 secondary school students from 4 schools in Singapore (135 males and 180 females) completed a questionnaire, and a select sample of 19 students completed interviews about their perspectives and orientation toward truthfulness, justice, and compassion. The study also examined the effects of family, school, daily activities (including social activities), and the mass media on the values of the adolescents, and it noted gender differences related to value orientation. Each value orientation was tested on three moral concepts. Truthfulness focused on sincerity, honesty, and promise keeping. Justice focused on moral rightness, equity, and fairness. Compassion focused on mercy, care and concern, and benevolence. The questionnaires and interviews asked students to make moral judgements about certain scenarios. Analysis of the data obtained from both the survey and interviews revealed the following: Singapore adolescents were generally truthful, just, and compassionate, but if caught in a moral dilemma of choice between truthfulness and compassion, most showed little or no compassion; families and schools significantly affected the adolescents' fundamental value orientation. Students spent about 3-4 hours daily with television and newspapers; and females were more compassionate than males, but both sexes were equally truthful and just. (Contains 75 references.) (SM)

ED 421 493 TM 028 452

Devos, Geert
Conditions and Caveats of Self-Evaluation. The Case of Secondary Schools.

PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Evaluation Methods; Foreign Countries; *School Based Management; Secondary Education; *Secondary School Curriculum; *Self Evaluation (Groups); *Teachers
IDENTIFIERS- *Belgium (Flanders)

In Belgium, as in many countries, there is an increasing emphasis on school self-management, accompanied by school self-evaluation. A study was conducted to analyze the interpretations of school members involved in a self-evaluation process. The tool was a structured questionnaire of 13 Likert-type scales. As a first test stage, the questionnaire was used in 40 Flemish secondary schools. Three of these schools were of particular interest because they had previously participated in studies of their policy-making capacity. These schools used the questionnaire as a self-evaluation tool. They were asked to analyze the data, including the overall results from the 40 schools, and to provide recommendations with a team of at least 5 members, including the principals, teachers, and other administrators. A brief review is presented for the findings from each school. Results of these studies call for caution in the use of self-evaluation. When the evaluation process is not supported by external help to collect, analyze, and judge the information collected, the school's situation can be misinterpreted. Even the student-oriented school in this study, with an open climate and a high openness of debate, was not able to analyze the data in an acceptable critical way. School-based evaluation without external support is a risky enterprise. (Contains 1 figure and 34 references.) (SLD)

ED 421 512   TM 028 837

Lerner, Lawrence S.

State Science Standards: An Appraisal of Science Standards in 36 States.

PUB DATE- 98

NOTE- 66p.; For other state standards reports, see TM 028 835-838 and CS 216 412.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Core Curriculum; Elementary Secondary Education; Knowledge Level; *Science Instruction; Sciences; State Programs; *State Standards; Tables (Data)

The Thomas B. Fordham Foundation has commissioned studies of state academic standards in five core subjects. This is the fifth of these studies, focusing on state standards for science. Thirty-six states presented standards for evaluation. Some states were in the process of revising standards, while others simply had no standards to present. Evaluation was based on 25 criteria grouped into 5 major categories: (1) purpose, expectations and audience; (2) organization; (3) coverage and content; (4) quality; and (5) negative criteria. Six states earned an "A" (Arizona, California, Hawaii, Indiana, New Jersey, and Rhode Island). Seven others earned a "B." While more than a third of the states earned good grades, seven states earned "C"s, seven earned "D"s, and nine failed. The very universality of science should make the development of standards easier, since there are sound models in the United States and abroad to guide their development. The standards, or lack of standards, are analyzed individually for each state. (Contains six tables and three figures.) (SLD)

ED 421 531 TM 028 857

Bay, Luz; Loomis, Susan Cooper; Wang, Tianyou
Scoring with Nominal Missing-Response Parameters: Its Effects on Achievement Levels Set on the National Assessment of Educational Progress (NAEP).
PUB DATE- 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Cutting Scores; High School Seniors; High Schools; *Item Response Theory; National Competency Tests; Probability; *Scoring; Test Results
IDENTIFIERS- Missing Data; *National Assessment of Educational Progress; *Nominal Response Model; Three Parameter Model; Two Parameter Model

This study examines the effects on the National Assessment of Educational Progress (NAEP) achievement levels of using item response theory (IRT) models that have nominal missing-response parameters. It compares cutpoints based on item parameters that were fitted using two different models. The first set of cutpoints were based on parameters for the two- and three-parameter logistic model, and the second set of cutpoints were based on R. Bock's (1972) nominal model. Data are from the 1992 NAEP in mathematics and reading for grade 12. For reading, data included 1,966 responses to a block of items, and for mathematics, data included 2,192 responses. Other data were the item-by-item ratings by each panelist who participated in the Achievement Levels Setting process for NAEP 1992. For each subject, the cutpoints set using the probability curves obtained by the different models were compared. The percent of students scoring at each level were also compared. For reading, the logistic model, when fitted to the data, converged in 25 iterations and yielded a marginal reliability of 0.67 with maximum information of 4.3 at theta equals -0.5. The nominal model converged in 88 iterations and yielded a marginal reliability of 0.85 with a maximum information of 14.2 at theta equals 0. For mathematics, the logistic model converged in 184 iterations and yielded a marginal reliability of 0.61 with maximum information of 23.9 at theta equals 1.5. The nominal model, with mathematics data, converged in 46 iterations, and yielded a marginal reliability of 0.62, with maximum information of 7.3 at theta equals -0.2. When the percentages of students scoring at or above each cutpoint were compared, none scored at the Advanced level using the nominal model. These preliminary results suggest the direction of future studies, but cannot be generalized to the NAEP assessment program. An appendix contains achievement levels descriptions. (Contains three tables, six figures, and five references.) (SLD)

ED 421 549 TM 028 875

Glas, Cees A. W.
Quality Control of On-Line Calibration in Computerized Assessment. Research Report 98-03.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Foreign Countries; Item Response Theory; Models; *Online Systems; *Quality Control; Simulation; *Test Items

IDENTIFIERS- *Calibration; *Item Parameters; Power (Statistics)

In computerized adaptive testing, updating parameter estimates using adaptive testing data is often called online calibration. In this paper, how to evaluate whether the adaptive testing model used for online calibration fits the item response model used sufficiently is studied. Three approaches are investigated, based on a Lagrange multiplier (LM) statistic (J. Aitchison and S. Silvey, 1958), a Wald statistic, and a cumulative sum (CUMSUM) statistic (W. Veerkamp, 1996). The power of the tests was evaluated with a number of simulation studies. The theoretical advantage of the CUMSUM procedure was that it is based on a directional hypothesis and can be used iteratively. The power of the procedures ranged from rather moderate to good, depending on the change. It was also found that all three tests were equally sensitive to changes in item difficulty and the guessing parameter. All these statistics detected that something has happened to the parameters, but it is very difficult to attribute misfit to specific parameters with these methods. (Contains 3 tables and 18 references.) (Author/SLD)

ED 421 550 TM 028 876

Glas, Cees A. W.
Modification Indices for the 2PL and the Nominal Response Model. Research Report 98-04.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; *Goodness of Fit; Item Response Theory; Maximum Likelihood Statistics; *Test Items
IDENTIFIERS- *Nominal Response Model; Rasch Model; Two Parameter Model

In this paper it is shown that various violations of the two parameter logistic (2PL) model can be evaluated using the Lagrange multiplier test (J. Aitchison and S. Silvey, 1958) or the equivalent difference score test. The tests focus on violation of local stochastic independence and insufficient capture of the form of the item characteristic curves. Primarily, the tests are item-oriented diagnostic tools, but taken together, they also serve the purpose of evaluation of global model fit. A useful feature of Lagrange multiplier statistics is that they are evaluated using maximum likelihood estimates of the null model only; that is, the parameters of alternative models need not be estimated. As numerical examples, an application on real data and some power studies are presented. (Contains 1 figure, 9 tables, and 33 references.) (Author/SLD)

ED 421 344 SE 061 540

Sanders, Barbara Jean; Parkay, Forrest W.; Shen, Jiliang; Xin, Tao

A Cross-National Comparison of Fourth-Grade Mathematics Instruction in the United States and China.

PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Educational Assessment; Foreign Countries; *Grade 4; Intermediate Grades; *Mathematics Achievement; *Mathematics Instruction; Mathematics Teachers; Self Efficacy; Teaching Methods
IDENTIFIERS- China; United States

The superiority of Asian students in cross-cultural comparisons of mathematical achievement has been well documented. U.S.-Chinese comparative studies have investigated a variety of factors related to student achievement in mathematics including societal and cultural influences, and student and school characteristics. This study investigates the similarities and differences between Chinese and American teachers in three areas: 1) sense of personal efficacy in teaching mathematics; 2) perceived ability to improve mathematics instruction; and 3) perspective on the relationship between lesson preparation and delivery and student mathematical understanding. Fourth grade teachers were randomly selected--79 in China, 50 in the United States--to receive the survey. Smaller random samples were audio or videotaped teaching mathematics and interviewed regarding their mathematics instruction. Results indicate that many similarities exist between Chinese and U.S. teachers with regard to perceived competence, effort, and the importance of assessments and student studying of material to success in mathematics. (Contains 17 references.) (ASK)

ED 421 213 PS 026 626

von Heider, Molly

Looking Forward: Games, Rhymes and Exercises To Help Children Develop Their Learning Abilities.

PUB DATE- 95

NOTE- 130p.; Subtitle varies: "Activities to Develop Children's Learning Abilities. Games, Rhymes and Exercises for Children Aged Three-Eleven Years of Age."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Childrens Games; *Educational Games; Elementary Education; *Learning Activities; *Movement Education; Preschool Education; Rhyme; Songs

IDENTIFIERS- *Steiner (Rudolf)

The range of games, rhymes, songs, and exercises for children collected in this book are based on Rudolf Steiner's educational philosophy and are designed to lay the foundation for sound later learning. The book's chapters are: (1) "Learning Aids"; (2) "The Early Years"; (3) "Foot Exercises: Kindergarten or Class I, 5-7 Years"; (4) "Finger Games"; (5) "Looking Ahead"; (6) "Classes I and II: Ages 6, 7 and 8"; (7) "Skipping Games"; (8) "Working with Anticipation"; (9) "Rhythm-Repetition"; (10) "The Language of Form"; (11) "Straight Lines and Curves"; (12) "Class III: 8-9 Years"; (13) "Class IV: 9-10 Years (Rhythm, Grammar, Time and Space, Memory Training, Speech Exercises, Games); and (14) "Class V: Ages 10-11 (Activities and Games). Included are sections on earth education and "Gardening with Young Children" (by Hugh Peters), as well as a list of books for teachers. (EV)

ED 421 232 PS 026 678

Gilder, Paula; Jardine, Paul; Guerin, Sinead
Cost of Pre-School Education Provision.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -
Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Economics;
*Educational Finance; *Expenditure Per Student; Financial
Support; Foreign Countries; Preschool Children; *Preschool
Education; School District Spending
IDENTIFIERS- Program Characteristics; Scotland

This study examined the current costs of preschool education in Scotland. Eleven preschool centers were studied in order to facilitate identification of key issues and to assist in designing the main questionnaire. Study findings indicated that main issues were the extent of between-center differences, information availability, and the use of marginal costing in some local authorities. Participating in a mail survey were 207 local authority centers and 135 private and voluntary centers. Findings indicated that preschool provision in Scotland is far from homogeneous. Private and voluntary centers were more likely than local authority centers to be open at least 50 weeks a year and were less likely to serve children with special educational needs. The average staff cost was 1.65 (British pounds) per child hour with considerable variation among centers due to use of volunteer staff, owners taking from profits rather than paying themselves salaries, use of qualified teachers and salaried staff, and rate of pay. The average property cost was 0.45 (British pounds) per child hour. Other costs, including equipment and transportation, averaged 0.16 (British pounds) per child hour, with significant costs incurred centrally by local authorities. Small centers had higher unit costs than larger ones. Private centers had lower costs than voluntary centers. Private and voluntary centers in rural areas had lower costs than those in urban and intermediate areas. (KB)

ED 421 252 PS 026 719

Bergen, Doris, Ed.
Readings from...Play as a Medium for Learning and Development.
PUB DATE- 98
NOTE- 144p.
LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Development; Computer Uses in Education; Dramatic Play; Early Childhood Education; *Learning; Moral Development; *Play; Pretend Play; Research Methodology; Sex Stereotypes; Young Children
IDENTIFIERS- *Play Learning

The chapters and essays in this book are drawn from the 1988 edition of "Play as a Medium for Learning and Development." The first chapter, "The Challenge of Educational Play," by Bernard Spodek and Olivia N. Saracho, is followed by two essays: (1) "Play and the Origin of Species," (Michael J. Ellis); and (2) "The Struggle between Sacred Play and Festive Play," (Brian Sutton-Smith). The second chapter, "Methods of Studying Play," by Doris Bergen, is followed by three essays: (1) "Some 'Good News' and Some 'Not So Good News' about Dramatic Play," (Kenneth H. Rubin); (2) "Imaginative Play and Human Development: Schemas, Scripts, and Possibilities," (Jerome L. Singer and Dorothy G. Singer); and (3) "Reality and Fantasy in Make-Believe Play," (Inge Bretherton). Chapter 3, "Stages of Play Development," by Doris Bergen, is followed by four essays: (1) "A Mental Image: A Question That Remains Open," (Constance Kamii); (2) "Moral Development in Play," (Rheta DeVries); (3) "Toddlers' Play and Sex Stereotyping," (Beverly I. Fagot); and (4) "Play and Gifted Children," (Annemarie Roeper). Chapter 4, "Using a Schema for Play and Learning," by Doris Bergen, is followed by three essays: (1) "Places of Beauty," (Anita Rui Olds); (2) "The Computer in the Play Environment," (Anne E. Porter); and (3) "Play, Technology, and the Authentic Self," (Doris Bergen). Individual chapters include suggestions for further reading, and the final section of the book contains 331 references. (LPP)

Blackfelner, Carol; Ranallo, Barbara
Raising Academic Achievement through Parent Involvement.
PUB DATE- 98
NOTE- 171p.; Action Research Project, Saint Xavier University and Skylight Training and Publishing Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Grade 2; Homework; Parent Attitudes; Parent Conferences; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Program Effectiveness; Student Attitudes; Student Improvement

Research has demonstrated that parent involvement has many beneficial effects for students. This action research project designed and implemented a program to raise the academic achievement of second-grade students by increasing parent involvement. The students attended two second-grade classrooms in a west-central Illinois school. The problem of low academic achievement in the classrooms was studied using anecdotal records, teacher observations, test scores, and records of homework completion. Analysis of the data indicated that many factors influenced parent involvement, including: (1) parents' fear of school; (2) parents' lack of time; (3) parents' lack of transportation; and (4) parents' embarrassment about their own educational level. To increase parent involvement, a number of activities were developed, including: (1) daily use of a reflective journal by students; (2) homework activities designed to check student and parent responsibility; (3) use of the school district's homework hotline phone system; (4) parent/child activity time at school, which was designed to acquaint parents with ways to help their children be more successful in school; (5) a newsletter; and (6) parent-teacher conferences. Surveys distributed at the end of the project indicated a positive change in parents' attitude toward communication between home and school, and that those who had volunteered felt good about the experience. Students' scores on the posttest surveys showed a small improvement. (Sixteen appendices include parent and student surveys, homework activities, and parent invitations to school activities. Contains 24 references.) (LPP)

ED 421 292 PS 026 841

Curriculum Handbook for Parents, 1998-1999: Senior High School.

PUB DATE- 98

NOTE- 46p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Educational Objectives; Foreign Countries; Health Education; *High School Students; *High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education

IDENTIFIERS- Alberta

As students move through high school, they are faced with decisions that will determine future opportunities and endeavors. This handbook provides parents with information on the knowledge, skills, and attitudes students in Alberta are expected to be able to demonstrate when they have completed their senior high school programs. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner and instructions, and descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprentice program, and distance learning. Next, the handbook describes the high school core courses: English Language Arts; Mathematics; Science; Social Studies; Career and Life Management; Physical Education; and Technology. Optional courses described are: career and technology studies; fine arts; second languages; and physical education. The handbook concludes with answers to frequently asked questions and a one-page questionnaire asking for feedback about the handbook. (HTH)

ED 421 310 RC 021 554

Streeter, Jenny; Bowdoin, Helen
Place-Based Education: Two Views from the Past.
PUB DATE- 97
NOTE- 14p.; In: "Coming Home: Developing a Sense of Place in Our Communities and Schools. Proceedings of the 1997 Forum"; see RC 021 553.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Experiential Learning; Field Studies; Foreign Countries; *Interdisciplinary Approach; Lifelong Learning; Local History; *Nature Centers; Outdoor Education
IDENTIFIERS- Nature; *Nature Study; *Place Based Education; Sense of Place; Stewardship; Thoreau (Henry David); White (Gilbert F)

This paper describes two institutions, in England and Massachusetts, that aim to connect students and adults to the land through the study of particular places. Gilbert White, an 18th-century curate in Selborne, England, was a keen observer and one of the earliest naturalists. His book, "The Natural History and Antiquities of Selborne," has been in print continuously since 1789. His observations of birds and bats, his theories on animal migration, and his discovery of the harvest mouse as a new species are his greatest contributions. The Gilbert White Field Studies Centre integrates practical applications of mainstream subjects such as math, science, history, and geography with environmental science and natural history through outdoor field studies. Using ancient records, old observations, and modern techniques to become familiar with the history of a habitat and how it works, students and teachers can see the relevance of larger environmental trends, such as global warming, the falling water table, and human uses of "worthless" land. During his stay at Walden Pond in mid-19th-century Massachusetts, Henry Thoreau recognized the importance of humankind's relationship with the natural world. His book "Walden," and its wilderness message have inspired generations of conservationists. In the mid-1980s, the Walden Woods Project acquired areas surrounding Walden Pond that were threatened by development projects in order to preserve the land in its natural state, and in conjunction with the Thoreau Society, formed the Thoreau Institute. The Thoreau Institute's mission is to bring together the study of literature and the land, reach people with Thoreau's message, and encourage a commitment to responsible land stewardship. To that end it will house a library on Thoreau, offer curricula to public schools, and provide scholars an opportunity to study Thoreau in Walden Woods. (TD)

ED 421 326 RC 021 597

Pena, Delores C.
Three Teachers' Histories: The Construction of Self-Identity.
PUB DATE- 98
NOTE- 20p.; Paper presented at the annual meeting of the American Educational Research Association (San Diego, CA, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Experience; Educational History; Elementary Secondary Education; Ethnicity; Identification (Psychology); Interviews; *Mexican American Education; *Mexican Americans; Oral History; Role Models; *Self Concept; Teacher Attitudes; Teacher Background; Teacher Empowerment; Teacher Student Relationship; *Teachers; *Teaching Experience
IDENTIFIERS- Chicanos; Texas (South)

This study documents the struggles and successes of three Mexican American teachers over a 40-year period in the Alice Independent School District, Texas. In order to focus on the construction of the subjects' identity as Mexican American teachers, the interviews were transcribed and categorized into themes: parental influence, school experiences, extracurricular activities, college attendance, role models, discrimination, language, politics and career, significant points in career, positive and negative changes, and lessons learned. A brief biographical sketch emphasizing education and teaching experience is given for each teacher. Through the shared personal recollections of the interviews, the teachers demonstrate how their ethnic and personal self-concepts were constructed through strong parental influence and support; caring teacher role models in high school and college who challenged and motivated them; social interactions both in the classroom and in extracurricular activities; early discrimination, Chicano political empowerment, parental involvement, and discipline; and technological changes in education. In turn, the teachers challenged, cared for, and motivated their students as they had been. (SAS)

ED 421 346 SE 061 542

Savelsbergh, Elwin R.; Ferguson-Hessler, Monica G. M.; de Jong, Ton

Physics Learning with a Computer Algebra System: Towards a Learning Environment That Promotes Enhanced Problem Representations.

PUB DATE- 98
NOTE- 34p.; Paper presented at Annual Meeting of National Association For Research in Science Teaching (71st, San Diego, CA, April 19-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Course Content; Curriculum Development; *Educational Change; Educational Strategies; Foreign Countries; Higher Education; Learning Theories; *Physics; *Problem Solving; Science Curriculum; Secondary Education; *Technology
IDENTIFIERS- *Mathematica; Netherlands

An approach to teaching problem-solving based on using the computer software Mathematica is applied to the study of electrostatics and is compared with the normal approach to the module. Learning outcomes for both approaches were not significantly different. The experimental course successfully addressed a number of misconceptions. Students in the experimental course found the visualization tools to be more instructive than the problem-solving tools. This course imposed a high cognitive load on the students. This paper discusses how the course can be improved and how it can be a valuable supplement to the usual teaching approach. (Contains 20 references.) (DDR)

ED 421 214 PS 026 633

Phelan, Thomas W.
Surviving Your Adolescents: How To Manage and Let Go of Your 13-18 Year Olds. Revised 2nd Edition.
PUB DATE- 98
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; *Child Rearing; Childhood Needs; Developmental Stages; *Parent Child Relationship; Personal Autonomy
IDENTIFIERS- Adolescent Attitudes; *Adolescent Behavior; Parenting Styles

Noting that parents raising adolescents need to know when to be quiet and when to act, as well as what to do when something needs to be done, this guide for parents offers guidelines for handling the complex situations and dilemmas that teenagers often present. Topics covered include managing teenage risk-taking, the relationship between parent-teen communication and adolescent safety, and guidelines for specific areas such as clothing and dating. The six sections of the book are: (1) "A Different Planet," identifies normal adolescent behavior; (2) "Communication and Safety," including risk behaviors such as substance experimentation and driving, and four negative parenting tactics--spontaneous problem discussions, nagging, insight transplants, and arguing; (3) "Problems!," discusses the ways in which a parent's state of mind about his or her own life affects interaction with adolescents, and four roles parents play--observer, advisor, negotiator, and director; (4) "Emotional Blackmail," on adolescents' testing and manipulating and ways to manage testing and manipulation; (5) "House Rules," detailing guidelines for specific problems and presenting vignettes of the guidelines in action; and (6) "Ten Years from Now," on likely outcomes for even the most trying adolescent. (HTH)

ED 421 233 PS 026 681

Narahara, May
The Effects of School Entry Age and Gender on Reading and Math Achievement Scores of Second Grade Students.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Age Grade Placement; Educational Research; Kindergarten; *Kindergarten Children; *Mathematics Achievement; Mathematics Skills; Primary Education; *Reading Achievement; Reading Readiness; *School Entrance Age; School Readiness; *Sex Differences

Parents in affluent communities have been following the suggestion of research and delaying kindergarten entry of their young age-eligible children in order to increase the likelihood of the child's academic success. This study examined the correlation between the chronological age of a child entering kindergarten and his or her performance on reading and math achievement tests in second grade. Gender differences in math and reading performance in second grade were also examined. The subject pool of 24 students was divided into three groups: the younger entrants were between the ages of 4 years 7 months to 4 years 11 months; the medial entrants, ages 5 years to 5 years 4 months; and late entrants, ages between 5 years 5 months to 5 years 7 months. Findings indicated a low or negligible correlation between kindergarten age entry and academic achievement. The younger group did not perform as well as the others in reading, but surpassed the others in math. Girls surpassed boys in both areas. Based on the findings, recommendations were made for informing school personnel about the variable abilities of children in determining age of placement. (JPB)

ED 421 253 PS 026 720

Bernard van Leer Foundation. Annual Report 1997.
PUB DATE- 97
NOTE- 42p.; For Annual Review 1993 in English and Spanish, see ED 374 908. For Annual Review 1994, see ED 384 426, for Annual Review 1995, see ED 399 076, and for Annual Report 1996, see ED 412 016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Development; Developed Nations; Developing Nations; Early Childhood Education; *Financial Support; Foreign Countries; Human Capital; *International Programs
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This document provides an annual report and financial review of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. Following an introduction by the chairman of the Foundation's board of trustees, a report of the executive director details the first full-year of implementation of the Foundation's "Strategic Plan" for the period 1996-2001. The remainder of the document provides a financial report for 1997 and lists and describes, by country, major projects supported by the Foundation during 1997. A profile of the Bernard van Leer Foundation concludes the document. (HTH)

ED 421 274 PS 026 771

Brooks, Sandra R.; Freiburger, Susan M.; Grotheer, Debra R.
Improving Elementary Student Engagement in the Learning Process through Integrated Thematic Instruction.
PUB DATE- 98
NOTE- 77p.; Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attention; *Classroom Environment; Elementary Education; *Elementary School Students; Integrated Curriculum; Learning Processes; Program Effectiveness; *Student Improvement; Thematic Approach; Time on Task
IDENTIFIERS- *Student Engagement

This action research project devised and implemented an intervention for increasing student engagement in the learning process. The targeted population consisted of elementary students in an urban area in north central Illinois. The problem of non-engaged learning was documented by means of observation of class participation, a student attitude survey, and assessments of student academic performance. Analysis of probable cause data revealed that deficits in motivation and thinking skills contributed to non-engaged learning, as well as current teaching strategies that may not provide opportunities for student ownership. A review of solution strategies resulted in an intervention focusing on a thematic integrated unit, student assignment choices, and problem solving. Post-intervention data indicated that targeted students demonstrated marked improvements in remaining on task and following directions. Students became more aware of their responsibilities as learners and members of a group. This was evidenced by their enthusiasm for selecting their assignment choices and integrating the problem-solving model in their learning. (Five appendices include sample student survey, observational checklist, and the thematic integrated unit. Contains 34 references.) (HTH)

ED 421 293 PS 026 842

Kindergarten in Alberta: A Handbook for Parents (Catholic School Version). Second Edition.
PUB DATE- 98
NOTE- 48p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; Child Development; *Educational Objectives; *Elementary School Curriculum; Emotional Development; Foreign Countries; Intellectual Development; *Kindergarten; *Kindergarten Children; Language Arts; Mathematics; *Parent Participation; Physical Development; Physical Education; Primary Education; Religious Education; School Readiness; Social Development; Special Needs Students; Student Evaluation; Transitional Programs
IDENTIFIERS- Alberta

Kindergarten marks a new beginning for parent and child, and presents challenges for parents as their child makes the transition from home to school. This handbook provides a description of what parents can expect of their child's Catholic kindergarten program in Alberta, Canada. It describes how young children learn, how learning is assessed, and how parents can be involved. The first sections of the handbook discuss: (1) "What Are Young Children Like?" exploring social, physical, creative, intellectual, emotional, and spiritual development; and (2) "What Do Children Learn in Kindergarten?" including religious education, language arts, mathematics, community and environmental awareness, personal and social responsibility, physical skills and well-being, and creative and cultural expression. The remaining sections of the handbook discuss: (1) "How do young children learn?"; (2) "What will you see in the kindergarten area?"; (3) "How and why is children's learning assessed in kindergarten?"; (4) "How will the Kindergarten meet students' special needs?"; (5) "How will the kindergarten program help prepare children for Grade 1?"; and (6) "How can parents be involved?" The handbook concludes with questions parent may want to ask the teacher and a one-page questionnaire asking for feedback about the handbook. (HTH)

ED 421 348 SE 061 545

McGinnis, J. Randy; Kramer, Steve; Watanabe, Tad
A Longitudinal Assessment of Teacher Candidates' Attitudes and Beliefs in a Reform-Based Mathematics and Science Teacher Preparation Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (71st, San Diego, CA, April 19-22, 1998). For related document, see SE 061 547.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Rating Scales; Educational Change; Elementary Secondary Education; Higher Education; *Mathematics Education; Mathematics Teachers; Preservice Teacher Education; Science Education; *Science Teachers; *Teacher Attitudes

This study describes the ongoing use of a valid and reliable instrument to measure longitudinally teacher candidates' attitudes and beliefs. The instrument, "Attitudes and Beliefs about the Nature of and the Teaching of Mathematics and Science," was developed for the Maryland Collaborative for Teacher Preparation (MCTP). The MCTP is a National Science Foundation-funded undergraduate teacher preparation program for science and mathematics elementary/middle level teachers. Data were collected from 1995 to Fall 1997. During the Fall 1995 and Spring 1996 semesters the instrument was administered in MCTP classes twice each semester to the study participants (N=104; 100% response). During the Fall 1996 and Spring 1997 semesters the instrument was mailed to the study participants at the end of each semester (N=96; 46% Fall response; 75% Spring response). Since individual responses to the questionnaire were not independent, the unit-of analysis responses from five institutions participating in the program were used. Survey responses within each institution were aggregated and changes analyzed (repeated-measures t-test design). It was determined that the MCTP appears to be affecting participating teacher candidates' attitudes towards and beliefs about mathematics and science in the direction intended. In particular, the MCTP teacher candidates' attitudes and beliefs moved in the desired direction on all five subscales of the instrument. Moreover, the magnitude of change was statistically significant at the .01 level for the subscale measuring "Beliefs about the Nature of Mathematics and Science" and for the subscale measuring "Beliefs about Teaching Mathematics and Science". In addition, the magnitude of change for the subscale measuring "Attitudes towards Mathematics and Science" approached statistical significance. It is believed that these findings make a highly significant contribution to the science and mathematics education research communities interested in documenting the attitudinal and belief journeys of teacher candidates

participating in reform-based teacher preparation programs. (Contains 4 tables, 5 figures, and 29 references. (Author/NB)

ED 421 219 PS 026 646

Landsverk, Ruth Anne
Families, Communities, Schools. Learning Together 2, Spring 1998. Bulletin 98221.
PUB DATE- 98
NOTE- 34p.; The "Learning Together" serial issues are produced twice a year, in the Fall and Spring. For previous issues, see ED 392 524, ED 402 500, ED 407 152, ED 408 029, ED 408 083, and ED 414 072.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; *Family School Relationship; Fathers; Interviews; Learning Activities; Nutrition Instruction; *Parent Participation; Parent Responsibility; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; Parenting Skills; Parents as Teachers; Partnerships in Education; Relocation; School Business Relationship; School Community Relationship; Student Volunteers; Volunteers
IDENTIFIERS- Goals 2000; Quality Assurance; Rock Art; Wisconsin Department of Public Instruction

The goal of the Families in Education Program of the Wisconsin Department of Public Instruction is to increase awareness of the need for schools to involve parents as partners in the education of their children. This Spring 1998 parents' and teachers' guide encourages school staff to reflect on how well their school or district offers opportunities for all parents to contribute or participate at some level and allows for parent discussions and networking. Articles from this issue contain information on the following topics: tips for safe "traveling" on the Internet; enhancing fathers' involvement in their children's education; obtaining the support of the business community in implementing a Family Learning Day, using Parent Quality Interviews to improve educational quality; tips for school volunteering; how Department of Education initiatives support parent involvement; using rock carvings and paintings as a family summer learning opportunity; involving families when students move to new schools; and the "Adopt a Nutrition Professional" program. Also included is a description of the types of family-community partnerships with schools, a checklist for schools on making the family-community partnership work, and a description of Wisconsin's Family-Community-School Partnership efforts. (KB)

ED 421 238 PS 026 695

Kirby, Kathleen Campano
Fantasy Play in Preschool Classrooms: Age Differences in Private Speech.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Biennial Conference on Human Development (Mobile, AL, March 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Articulation (Speech); Child Development; Communication (Thought Transfer); *Play; *Preschool Children; Preschool Education; Speech Acts; *Speech Communication
IDENTIFIERS- *Private Speech

Private speech is speech overtly directed to a young child's self and not directly spoken to another listener. Private speech develops differently during fantasy play than constructive play. This study examined age differences in the amount of fantasy play in the preschool classroom and in the amount and type of private speech that occurs during fantasy play in free play episodes. Forty preschool students were observed in their classroom during free play activities. Children completed either the Wechsler Preschool and Primary Scale of Intelligence--Revised or the Communication Domain of the Battelle Developmental Inventory; their parents completed the Hollingshead Index for Socioeconomic Status. Results showed that age differences were found in the amount of fantasy play and in the amount of total private speech, word play and repetition, and fantasy play private speech utterances during free play activities in the preschool classroom. (JPB)

ED 421 258 PS 026 738

Miller, Marna Geyer; Hu, James S.; Mayfield, Jim
Licensed Child Care in Washington State: 1996.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Child Caregivers; *Children; Compensation (Remuneration); Counties; *Day Care; *Day Care Centers; Demography; Early Childhood Education; *Family Day Care; Financial Support; Fringe Benefits; Grants; State Surveys; Statistical Surveys
IDENTIFIERS- Availability (Programs and Services); Caregiver Qualifications; Child Care Costs; Child Care Needs; Day Care Licensing; Washington

This study was the fifth survey of the Washington State licensed child care market, completed in 1996 by the Washington State Department of Social and Health Services (DSHS). Data were obtained through telephone interviews of approximately 2,700 child care providers. The major findings indicate that between 1994 and 1996, the monthly rate at licensed centers and homes increased by 11.5 percent and 7.9 percent, respectively, compared to a Consumer Price Index increase of 5.9 percent. Rates varied by geographical area and child's age. Higher rates were found for centers than for homes, when staff salaries were higher, and when providers had training in early childhood education or a college degree. Approximately 99,000 children were enrolled in centers and 58,000 children in family homes. Slightly over half of both groups received full-time care. Slightly over 40 percent of children in centers or homes were preschoolers or infants. About 10 percent of both centers and homes operated during non-standard hours. About 90,000 children received DSHS-subsidized care in 1996, 16 percent of children in both centers and homes. There was an increase from 76 to 84 percent between 1994 and 1996 in the number of centers that cared for at least one DSHS-subsidized child. Over 90 percent of family providers indicated willingness to serve DSHS-subsidized families. (Two appendices include county statistical tables on child care facilities, vacancies, children in licensed and subsidized care, and average prices of preschool care; and maps detailing centers, homes, child population, and vacancies.) (KB)

ED 421 279 PS 026 802

Brown, William H., Ed.; Conroy, Maureen A., Ed.
Including and Supporting Preschool Children with Developmental Delays in Early Childhood Programs.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Adjustment (to Environment); Assistive Devices (for Disabled); *Developmental Delays; Early Intervention; Educational Cooperation; *Inclusive Schools; Mainstreaming; Peer Relationship; *Preschool Children; Preschool Education; Teacher Student Relationship

Mainstreaming, integrating, and including young children with developmental delays in programs with peers without developmental delays began over 25 years ago and has gained much legal and policy support. This book provides early childhood educators with high-quality and contemporary information that they might need while serving young children with developmental delays and their families in early childhood programs. The book's chapters are: (1) "Family-Centered Practices and Inclusive Early Childhood Programs" (Wesley Brown); (2) "Collaboration and Service Coordination in Inclusive Early Childhood Programs" (Judith A. Niemeyer and Glenn A. Bass); (3) "Activity-Based Intervention Strategies for Serving Young Children with Developmental Delays in Early Childhood Programs" (Juliann Woods Cripe and Julia M. Lee); (4) "Promoting Language for Children with Developmental Delays in Inclusive Settings: Effective Strategies for Early Childhood Educators" (Maureen A. Conroy and William H. Brown); (5) "Promoting and Supporting Peer Interactions in Inclusive Preschools: Effective Strategies for Early Childhood Educators" (William H. Brown and Maureen A. Conroy); and (6) "Assistive Technology and Preschool Children: Opening Doors" (Ana Lopez-De Fede and Janice Weber). Each chapter contains references. (EV)

ED 421 298   PS 026 847

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 5. Second Edition.

PUB DATE- 98
NOTE- 38p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 5 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 315 RC 021 560

Craemer, Helmien, Ed.; Verster, Annetjie, Ed.
Student's Guide to Distance Education in South Africa, 1998. Third Edition.
PUB DATE- 98
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Colleges; Course Selection (Students); *Courses; *Distance Education; Foreign Countries; Higher Education; Secondary Education; *Technical Education; Technical Institutes; *Vocational Education; Vocational Schools
IDENTIFIERS- *South Africa

This guide offers students an overview of most of the reputable distance-education courses in South Africa. The introduction outlines guidelines for choosing higher education and vocational training courses: features and forms of distance education; how to select the right course; how to choose between different education providers (private colleges, technical colleges, colleges of education, technikons, and universities); coping with the demands of distance education; and judging institutional and course quality (credibility, objectives, study materials, self-assessment, and support for learners). The main part of the directory consists of program listings by 157 broad subject areas. Under each subject, institutions are listed in alphabetical order with degree/diploma granted, duration of the program, entry qualifications, and a brief note about the program. Fields of study are indexed by specific subjects and by granting institutions. Mailing addresses and telephone and fax numbers of the institutions are also given. (SAS)

ED 421 331 SE 061 485

Sanera, Michael
Environmental Education in Wisconsin: What the Textbooks Teach.
PUB DATE- 96
NOTE- 54p.; For related document, see SE 061 486.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Dissent; *Economic Development; Educational Philosophy; Elementary Secondary Education; *Environmental Education; Futures (of Society); Moral Values; Political Influences; Public Policy; Textbook Bias; *Textbook Evaluation; *Textbook Research; Theories
IDENTIFIERS- Wisconsin; *Wisconsin Policy Research Institute

This report contains a study done at the request of the Wisconsin Policy Research Institute, which studies public policy issues affecting the state of Wisconsin. Environmental education texts for Grades 6 through 10 were examined for scientific and economic accuracy, objectivity, and balance in accomplishing the following: 1) stating facts that are generally agreed upon by scientists in the field; 2) explaining the difficulties and complexities of scientific research methodologies; and 3) explaining differing conclusions and theories among scientists. Textbooks surveyed came from the disciplines of science, geography, and health, the focus being on the key environmental issues of population growth, natural resources, American forests, rain forests, endangered species, global warming, ozone depletion, acid rain, solid waste, and recycling. Twelve Wisconsin school districts were selected at random to give a representative sample of the student population in the state. Findings indicate that the environmental education of Wisconsin students is marked by a consistently pessimistic view of the future. Such a worldview short-circuits thinking and leads students to accept as fact ideas that are still being debated within the scientific and economic communities. To fulfill its mandate, environmental education should provide a balanced presentation of scientific and economic thought about environmental issues. In addition, students should understand that if economic growth and technology adversely impact the natural world, they also produce benefits for both humans and nature. (PVD)

ED 421 352 SE 061 566

Moldavan, Carla; Mullis, Lelia
Fostering Disposition toward Mathematics.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autobiographies; Elementary Secondary Education; Higher Education; *Mathematics Education; *Mathematics Teachers; Student Attitudes; *Teacher Attitudes

This paper addresses students' affect toward mathematics in relation to the learning environment created by the teacher through the analysis of the mathematical autobiographies of students at four different institutions of higher learning in the Southeast. Most of the students were in teacher education programs. The original intent was to compare students' affect toward mathematics with their mathematical experiences in elementary school. Information provided in the writings of the students is multi-faceted. Results revealed that the dedicated teachers who empowered students to reach their full potential inspired others to become teachers. It is concluded that all teachers should realize the scope of their influence and see the learning environment they create through the eyes of their students. (ASK)

ED 421 353 SE 061 588

Reed, Michelle K., Ed.; Costner, Kelly M., Ed.
MSaTERs: Mathematics, Science, and Technology Educators and Researchers of The Ohio State University. Proceedings of the Annual Spring Conference (2nd, May 16, 1998, Columbus, OH).
PUB DATE- 98
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; *Concept Formation; *Cooperative Learning; Elementary Secondary Education; Equal Education; Higher Education; *Mathematics Education; Mathematics Teachers; *Preservice Teacher Education; Problem Solving; *Science Education; *Technology Education

The Mathematics, Science, and Technology Educators and Researchers of The Ohio State University (MSaTERS-OSU) is a newly formed student organization. Papers from the conference include: (1) "Was the Geometry Course, The Nature of Proof, Taught by Harold Pascoe Fawcett the Best Course Ever Taught in Secondary School?" (Frederick Flener); (2) "A Framework toward the Development of a Holistic View of the Conceptual Change Process" (Rene T. Stofflett); (3) "Student's Motivational Factors Profiles in Conceptual Change Learning in Science" (Lily Barlia); (4) "Learning To Learn Science: Cognitive and Social Factors in Teaching for Conceptual Change" (Michael E. Beeth and Peter W. Hewson); (5) "Learning for All--EQUITY" (Sybil Brown, Melva Grant, and Greta Robertson); (6) "Students CHOOSING To Do Homework: Using Assignment Options To Increase Student Motivation" (Terri Teal Bucci); (7) "Problem Solving Models, Technology Education, and the Permanently and Temporarily Disabled" (Phillip Cardon); (8) "A Framework for Analyzing Students' (Non)Problematic: Experiences in Mathematics" (Richard P. Connelly); (9) "Cooperative Learning: Transitioning from a Traditional Classroom" (Kelly M. Costner and Geri Granger); (10) "Enhancing Mathematics through Writing" (Noraini Idris); (11) "Mathematics Teachers' Beliefs about Instructional Features of Mathematics Education Software" (Asli Koca); (12) "A Comparison of the Teacher Preparation Programs of Colleges and Universities" (John R. Mascazine); (13) "What is Technology Education, Really?" (Chris Merrill); (14) "Using Peer Coaching in Teacher Education Programs" (Michelle K. Reed); (15) "Overcoming Publication Anxiety: Ways To a Healthier Vita" (Michelle K. Reed and Kelly M. Costner); and (16) "Bridging Research to Classroom Practice" (Parisa Vafai). (ASK)

ED 421 332 SE 061 486

Sanera, Michael
Teaching Environmental Education to Wisconsin Teachers: A Review of University Course Materials.

PUB DATE- 97
NOTE- 34p.; For related document, see SE 061 485.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Bias; *Curriculum Evaluation; *Dissent; Educational Philosophy; *Environmental Education; Futures (of Society); Higher Education; Political Influences; *Public Policy; Theories; Values
IDENTIFIERS- *Environmental Economics; Wisconsin; *Wisconsin Policy Research Institute

This report contains a study done at the request of the Wisconsin Policy Research Institute, which studies public policy issues affecting the state of Wisconsin. The purpose of this study was to examine the content of environmental education (EE) materials used in courses required for teacher certification in Wisconsin to see if the knowledge and skills needed to deliver balanced, unbiased environmental education are provided. This report examines the course materials used in required EE courses taught at eight of the University of Wisconsin System campuses that have specified EE courses that meet the Wisconsin requirements for certification. Course syllabi, textbooks, and required readings and materials were reviewed using guidelines developed by the North American Association for Environmental Education (NAAEE). Specifically, NAAEE's Guidelines for Excellence are cited as calling for fairness and accuracy. It is noted that the Guidelines caution instructors to compensate for biased material by using other materials that provide a different or more complete perspective. Findings indicate that most of the materials reviewed do not meet the Guidelines for fairness and accuracy. Many of the materials provide a strong dose of advocacy under the guise of environmental science as to lifestyle changes and political action. The science portions are selective with authors using those scientific findings that support their larger worldview. Although these materials claim to be multidisciplinary with the inclusion of economics, a balanced and fair treatment of economic reasoning is largely nonexistent. It is recommended that textbooks that place advocacy of an ideological view above teaching balanced science and economics should not be used or at least be balanced with alternative views. (PVD)

ED 421 220 PS 026 647

Barlow, Thomas W.
America's Youth: Managed Care's Most Valuable Population.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Child Health; Children; Elementary Secondary Education; *Health Maintenance Organizations; *Health Promotion; *Health Services; *Integrated Services; Partnerships in Education; Prevention; Preventive Medicine; School Health Services; *School Role

This briefing paper focuses on collaborations between schools, the health industry (specifically managed care organizations or MCOs), and all other agencies which have vested interests in promoting the health and success of children. The paper presents a vision of health that includes both medical and behavioral components, asserting that health care plans that best provide for children include a continuum of care focusing on both prevention and intervention. Specifically, the paper argues that schools, social service providers, and the health care industry need to form new collaborations to assure effective prevention programming in their health policies for all children. The paper defines "prevention" and "wellness," discusses the state of the health care industry, outlines the challenges for child advocates in promoting a more holistic view of health care for children, and discusses the role of schools in integrated child health support systems. The paper concludes that education should play a proactive role in health care by collaborating with health care providers and policymakers to ensure that children and youth receive preventive care, that existing health care programs in schools are well funded, and that educators are properly trained to recognize health problems in their early stages. Contains 18 references. (EV)

ED 421 239 PS 026 697

Zaslow, Martha J.; Oldham, Erin; Moore, Kristin A.; Magenheim, Ellen

The Implications of Participation in Formal Child Care Arrangements for the Cognitive and Social Development of Children from Welfare Families.

PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Child Development; *Cognitive Development; *Day Care; *Day Care Effects; Early Childhood Education; Predictor Variables; *Social Development; *Welfare Recipients; *Young Children
IDENTIFIERS- African Americans; Aid to Families with Dependent Children; *Welfare Reform

With recent legislation placing a strong emphasis on the transition of welfare mothers into the workforce, it becomes increasingly important to understand whether and how participation in child care has implications for the development of children from welfare families. This study focused on a sample of 182 African-American families, all of whom had applied for or were receiving Aid to Families with Dependent Children, and each with a child between 3 and 5 years of age. The study first examined which of a wide range of background characteristics predicted the use of a formal child care arrangement. It then examined whether the children's cognitive and social development were predicted by current participation in formal child care, above and beyond the background characteristics associated with the use of formal child care. Results indicated that use of formal child care is associated with significantly higher scores on a measure of cognitive development. (Contains 40 references.) (Author)

ED 421 259 PS 026 740

Marshak, David
The Common Vision: Parenting and Educating for Wholeness.
Counterpoints: Studies in the Postmodern Theory of Education, Volume 48.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Development; *Child Rearing; *Educational Philosophy; *Holistic Approach; Individual Development
IDENTIFIERS- Holistic Education; Human Potential; Steiner (Rudolf); Waldorf Educational Theory

This book describes the needs and potentials of children and youth from birth to age 21, based on a holistic understanding of what human beings are and can become. The description is based on the insights of three early twentieth-century spiritual teachers--Rudolf Steiner, Aurobindo Ghose, and Inayat Khan--whose works, the book claims, articulate a "common vision" of human growth, wholeness, and evolutionary change that provide a template for a profoundly postmodern way to raise and educate children. Chapter 1 of the book, "A Common Vision of Wholeness," delineates this common vision, while Chapter 2, "Life Stories," tells the life stories of Steiner, Aurobindo, and Inayat Khan. Chapters 3 through 8 provide a detailed examination of the single vision of each of these teachers, with particular focus on their recommended methods for child raising and education and the ways that people have applied these purposes, principles, and methods in schools. Chapter 9, "Three Visions of Human Nature: Commonality and Divergence," details the specific ways in which the three single visions of Inayat Khan, Aurobindo, and Steiner both agree and diverge in relation to their descriptions of human nature. Chapter 10, "Common Vision, Uncommon Sense," explores the three most important issues raised by differences among the three teachings and offers suggestions for applying these teachings today for the purpose of raising and educating whole children and youths and consciously participating in the co-evolutionary process. Contains 99 references. (EV)

ED 421 280 PS 026 809

Giggans, Patricia Occhiuzzo; Levy, Barrie
50 Ways to a Safer World: Everyday Actions You Can Take To Prevent Violence in Neighborhoods, Schools, and Communities.
PUB DATE- 97
NOTE- 152p.; Preface by Deborah Prothrow-Stith.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Change Strategies; Community Action; Community Problems; Crime; Elementary Secondary Education; Family (Sociological Unit); *Prevention; Schools; Victims of Crime; *Violence; Youth Problems

Written as a response to fear, helplessness, and the sense of powerlessness that can be caused by pervasive violence in society, this book provides ideas for actions that individuals, along with friends, family, and neighbors, can take to prevent violence and create a safer environment. The book is divided into three main parts. Part 1, "Joining Together to Prevent Violence," focuses on how to assess the safety of neighborhoods, homes, and schools, and offers a range of strategies for action. Sections in Part 1 cover neighborhood-, family-, and school-related strategies. Part 2, "Safety to Go," contains the "nuts and bolts" of everyday safety: at work, traveling, at a party, or on a date. Part 3, "Concerns of Our Times," addresses the complex issues of preventing violence in society, including alcohol and drugs, youth violence, violence against women, and hate violence. The final part of the book focuses on personal commitment and action. Each section contains references. (EV)

ED 421 299 PS 026 848

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 6. Second Edition.
PUB DATE- 98
NOTE- 36p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 6 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 6 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Learner Outcomes in Technology"; (8) "Physical Education"; (9) "Health"; (10) "Fine Arts"; and (11) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 316 RC 021 561

Mann, Henrietta
Cheyenne-Arapaho Education, 1871-1982.

PUB DATE- 97
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *American Indian Education; American Indian History; American Indian Reservations; Boarding Schools; Cultural Maintenance; Educational History; *Educational Practices; Elementary Secondary Education; Federal Indian Relationship; *Government School Relationship; Oral History; Personal Narratives; *Student Experience; Treaties
IDENTIFIERS- *Arapaho (Tribe); *Cheyenne (Tribe); Mission Schools

This book draws on oral histories, interviews, and tribal records to document 111 years during which Cheyenne and Arapaho children were educated in White ways. Throughout the book, the feelings and experiences of the author and her great-grandmother, White Buffalo Girl, provide personal commentary on historical events. Chapter 1 provides background information on Cheyenne and Arapaho beliefs, symbolism, rituals, spirituality, traditional history, modern history from 1673 to 1867, and traditional educational practices. Chapter 2 describes the role of Protestant, Jesuit, and Franciscan missionaries in the early schooling of American Indians, as well as federal government strategies for solving the "Indian problem." In 1876, for economic reasons, the Cheyenne resigned themselves to placing their children in schools. Chapter 3 traces government policies after 1871, when formal education and forced acculturation were instituted. A sketch of daily life at an industrial education school is given as well as an account of the formation and practices of the Indian School at Carlisle, Pennsylvania, and other off-reservation boarding schools. Chapter 4 describes missionary schools from 1877 to 1901. Chapter 5 describes problems and daily life at the Arapaho Manual Labor and Boarding School, the Cheyenne Manual Labor and Boarding School, Red Moon School, Seger Indian Industrial School, Cantonment Boarding School, and the combined Cheyenne-Arapaho School (Concho School). Chapter 6 describes the process, beginning in 1896, of legislating Indians into the public school system by paying tuition, providing land and facilities, employing teachers, or furnishing transportation. The author tells of her early experiences attending a public school and her struggle to retain her tribal identity. Chapter 7 narrates the school experiences of several Cheyennes and Arapahoes. Chapter 8 reports on the tribal education council's organization, policies, and programs, 1960-1982. Chapter 9 summarizes previous chapters and current conditions. Contains an index and a bibliography of unpublished and published primary sources and 78 book and journal secondary sources. (SAS)

ED 421 334 SE 061 501

Dawson, George
The Integration of Multimedia and Field Experience.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Best of Both Worlds Conference (Pretoria, South Africa, March 23, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conservation Education; Elementary Secondary Education; *Environmental Education; Field Studies; Futures (of Society); Higher Education; *Interactive Video; *Learner Controlled Instruction; Learning Laboratories; Learning Strategies; *Multimedia Materials; Science History

IDENTIFIERS- Florida

A professor of science education at Florida State University shares his experiences with the growth of the field of environmental education and the problems inherent in trying to teach formal environmental education outdoors. Although field experience is best, it must be limited in most situations since logistics get in the way. Technology can help. Computers have the advantage of allowing for nonlinear programs that allow students to learn in all directions. This idea became the basis of the design of all curriculum materials prepared by this professor since then and reflects how people work outside of a formal classroom setting. The current focus is a multimedia program known as ScienceVision. One of the titles in the program--EcoVentures--is detailed in this paper. The problem that EcoVentures addresses is that there is increasing pressure on environmental resources in Florida, owing greatly to the 800 plus new citizens gained each day. EcoVentures creates a fictitious state park. The lower secondary students for which this program is intended pretend to be interns working with the Florida Department of Environmental Protection to develop a management plan for the new R.U. Green Park. This paper demonstrates all the major components of the program and presents a typical path followed by a student using the program. (PVD)

ED 421 355 SE 061 606

Perry, Bob; Yee, Foong Pui; Conroy, John
Mathematics Learning, Mathematics Teaching: Views of Student Teachers from Singapore and Australia.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Australian Association for Research in Education (Singapore, November 25-29, 1996).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; *Cultural Differences; Elementary Secondary Education; Foreign Countries; Mathematics Curriculum; *Mathematics Instruction; *Student Teachers; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Australia; Singapore

Student teachers in Australia and Singapore were asked to solve a one-step ratio problem and to complete open sentences about the nature of mathematics and mathematics pedagogy. The purpose of this paper is to investigate the similarities and differences in proportional reasoning of the student teachers in Australia and Singapore through the approaches and strategies they used in solving the ratio problem. From their responses to the open sentences, this paper also presents the differences and similarities between the two country groups in their beliefs about the nature of mathematics and how mathematics is learned and taught. The relationships between beliefs about mathematics and variables in solving the ratio problem are discussed with particular reference to the curriculum and pedagogical contexts in Australia and Singapore. (Author)

ED 421 223 PS 026 655

Caring for Our Children: A Survey of Child Care Providers in Utah.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Day Care; Early Childhood Education; *Employed Parents; Government Role; *Low Income Groups; Public Policy; Social Problems; State Aid; *Welfare Recipients; Welfare Services
IDENTIFIERS- Day Care Quality; Utah

Justice, Economic Dignity and Independence for Women (JEDI for Women) is an activist organization made up of low-income women and their allies that addresses public policy issues which impact low-income women and their families. The organization surveyed child care providers to better understand the issues of low-income parents making the transition from welfare to work. Over 100 licensed child care providers across Utah were interviewed on the availability of care and child care slots, the hours of service, state reimbursement and regulation, cost of care, providers' policies and procedures, quality of care, economic status of child care providers, and providers' biggest unmet "need." Results showed: (1) a significant deficit in the number of child care slots available; (2) available care is not, on average, affordable for low-wage workers; and (3) child care workers receive very low wages and seldom receive benefits. The case of a single mother of two children is included to illustrate the need for affordable child care for low income families. Recommendations for public policy are provided. (JPB)

ED 421 242 PS 026 700

Bennett, Neil G.; Li, Jiali
Young Child Poverty in the States--Wide Variation and Significant Change. Early Childhood Poverty Research Brief 1.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Carnegie Corp. of New York, NY.; Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 6p.; This document summarizes Early Childhood Poverty Research Brief 1: "Young Child Poverty in the States: Wide Variation and Significant Change."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Child Welfare; *Economically Disadvantaged; Government Role; Low Income Groups; *Poverty; State Programs; Trend Analysis; Welfare Agencies; Welfare Recipients; *Welfare Services; *Young Children
IDENTIFIERS- Welfare Reform

With the passage of federal welfare reform in 1996, accountability for the well-being of low-income families has shifted substantially from the federal government to the states, making it increasingly important to assess the economic well-being of children at the state level. This research brief examines the differences in poverty rates for children under age 6 among the 50 states and the changes that have taken place between 1979-1983 and 1992-1996. The brief provides baseline information on state young child poverty rates to help establish a context in which individual state child poverty trends can be better understood. Findings show considerable variation among the states' young child poverty rates; ten states have experienced significant changes in these rates since the period 1979-1983. Changes in three demographic factors--parental employment, family structure, and employment patterns, and parental education --explained a notable proportion of the changes in state young child poverty. (JPB)

ED 421 224 PS 026 657

Rycus, Judith S.; Hughes, Ronald C.
Field Guide to Child Welfare, Volumes I-IV.
PUB DATE- 98
NOTE- 1144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adoption; Caseworkers; Child Abuse; Child Neglect; *Child Welfare; Cultural Awareness; Cultural Differences; *Foster Care; Placement; Social Services; Theory Practice Relationship
IDENTIFIERS- Caseworker Client Relationship; *Child Protective Services; Family Support; Permanency Planning (Foster Care); Placement (Foster Care)

Unique in its explicit use of a developmental perspective of all child welfare activities, this four-volume field guide was designed to support education and training of child welfare professionals throughout their careers. The volumes integrate both theory and practice, and can serve as text for college courses or inservice training, and as a resource for transfer of training from workshop setting to the workplace. Volume I, "Foundations of Child Protective Services," covers: (1) "Child Welfare Values"; (2) "A Family-Centered Approach to Child Protection"; and (3) "Sexual Abuse." Volume II, "Case Planning and Family-Centered Casework," covers: (4) "Case Planning and Family-Centered Casework"; and (5) "Culture and Diversity in Child Welfare Practice." Volume III, "Child Development and Child Welfare," covers: (6) "The Effects of Abuse and Neglect on Child Development"; and (7) "Child Welfare Services for Children with Developmental Disabilities." Volume IV, "Placement and Permanence," covers: (8) "Attachment, Separation, and Placement"; (9) "Working with Families of Children in Placement"; (10) "Working with Foster and Other Caregivers"; and (11) "Adoption" (co-authored by Denise A. Goodman). Contains a 439-item bibliography. (HTH)

ED 421 243 PS 026 701

Masche, J. Gowert
When Children Tell Less Than Before: The Separation Process of 10 to 16 Year Old Adolescents.
PUB DATE- 98

NOTE- 9p.; Poster paper presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (15th, Berne, Switzerland, July 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Age Differences; Developmental Stages; Fathers; Foreign Countries; Mothers; *Parent Child Relationship; Personal Autonomy; *Self Disclosure (Individuals)
IDENTIFIERS- Germany

It has been suggested (Youniss and Smollar, 1985) that the re-negotiation of the parent-adolescent relationship involves processes of separation and connectedness, with separation characterized, among other indicators, as the withdrawing of information by adolescents in order to establish territories that are unsupervised by the parents. This study investigated two cross-sectional samples of 1,494 German adolescents from 10 to 16 years of age for self-disclosure to parents. Results from interviews revealed a decline with age in adolescents' disclosures towards parents. Adolescents disclosed their spare time activities and their personal thoughts more to mothers than to fathers, and disclosed spare time activities more frequently than personal thoughts. The disclosures to mothers were especially frequent concerning spare time activities, and for female adolescents. (EV)

ED 421 262 PS 026 749

Petersen, Evelyn
Growing Happy Kids: Seeds for Success.
PUB DATE- 97
NOTE- 89p.; Illustrated by Barb Tourtillotte.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Activities; Caregiver Child Relationship; Child Rearing; *Emotional Development; Happiness; *Parent Child Relationship; Self Concept; *Self Efficacy; Well Being; *Young Children

This guide, part of the "Seeds for Success" series, provides an opportunity for adults to reflect on how they communicate with and affect children. The guide offers practical advice for nurturing a child's feelings of being lovable and capable by means of nearly 100 simple activity ideas designed for use with 3- to 5-year-olds. Activities are offered in the following areas: (1) "Feeling Loved"; (2) "Being Healthy"; (3) "Being Positive about Me"; (4) "Being Friendly"; (5) "Feeling Capable"; (6) "Being Emotionally Secure"; (7) "Feeling OK about Being Imperfect"; and (8) "Being Family-Oriented." (EV)

ED 421 263 PS 026 750

Petersen, Evelyn
Growing Thinking Kids: Seeds for Success.
PUB DATE- 97
NOTE- 88p.; Illustrated by Barb Tourtillotte.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Rearing; Cognitive Development; Experiential Learning; Learning Activities; Parent Child Relationship; *Parents as Teachers; *Preschool Children; Preschool Education; Problem Solving; *Thinking Skills

Adults can encourage young children to assimilate and use information through inventing, creating, experimenting, and other activities. This guide, part of the "Seeds for Success" series, provides ideas for parents on being their children's first and most important teacher by means of nearly 100 simple activity ideas designed for use with 3- to 5-year-olds. Activities are offered in the following areas: (1) "Thinking Skill-Builders"; (2) "Discovering Similarities and Differences"; (3) "Understanding Relationships"; (4) "Putting Things in Order"; (5) "Giving Things Value"; and (6) "Thinking Skills in Action" (EV)

ED 421 283 PS 026 832

Curriculum Handbook for Parents, 1998-1999: Grade 1. (Second Edition).
PUB DATE- 98

NOTE- 31p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 1 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 1 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Learner Outcomes in Technology"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (9) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 302 PS 026 851

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Grade 9. Second Edition.

PUB DATE- 98
NOTE- 45p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 9 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Education "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate when they have completed the Grade 9 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education";(3) "Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Learner Outcomes in Technology"; (10) "Complementary Courses," including Career and Technology Studies, Fine and Performing Arts, and Languages Other Than English; and (11) "French Immersion." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 319 RC 021 567

Ewing, Jim; Dowling, Jennie; Coutts, Norman
STARS: Report on Superhighway Teams across Rural Schools Project.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academically Gifted; Computer Networks; *Cooperative Learning; *Critical Thinking; *Distance Education; Elementary Secondary Education; Foreign Countries; Instructional Effectiveness; Instructional Innovation; Internet; *Learning Strategies; Problem Solving; Professional Development; *Rural Education; Tables (Data); World Wide Web
IDENTIFIERS- Scotland

The Superhighways Teams Across Rural Schools (STARS) program sought to demonstrate how pupil learning and teacher professional development might be enhanced by the use of multimedia resources made available over communications networks. Subsidiary goals included developing strategies to support isolated gifted students through collaborative work, encouraging problem solving and creative and critical thinking through distance learning, exploring how a network using existing technology might be developed, and providing staff development for teacher engagement in network learning. The program ran from March 1996 to January 1997, and involved 127 students, most of whom were gifted, from 18 primary and 2 secondary rural schools in northern Scotland. Specific students gains included improved collaborative learning skills, particularly involving peers from other schools; increased problem-solving ability; high levels of motivation and task involvement; and enhanced self-evaluation skills. Gifted children showed improvements in problem solving, logical thinking skills, adopting special roles as leaders and coordinators, and taking responsibility for their own learning. Teachers showed gains in information and communication technologies and in teaching aspects of the classroom learning environment, with several noting fresh professional interests. Additional development opportunities both in and out of school

were identified in regard to the teaching curriculum, approaches to learning, and the professional development of teachers. After an initial introductory chapter, this report contains chapters on learning and teaching strategies, underlying theory about teaching and learning through thinking, analysis of outcomes, funding and project promotion, presentations and reports, wider applications and opportunities, and conclusions. Contains 20 tables and 54 references. (Author/TD)

ED 421 336 SE 061 529

Luft, Julie A.
Inquiry-Based Demonstration Classrooms: An In-Service Model for Science Teachers.

PUB DATE- 98
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstration Centers; Demonstration Programs; Educational Experiments; *Faculty Development; *Inquiry; Metaphors; Reflective Teaching; *Science Education; *Science Teachers; Scientific Methodology; Secondary Education; *Secondary School Science

This study explores how an Inquiry-Based Demonstration Classroom (IBDC) professional development program affects the extended inquiry instruction of secondary science teachers and how teachers view their extended inquiry practice while involved in the IBDC professional development program. To assess the impact of the program on participants' practice, each participant was observed enacting extended inquiry lessons. The observations of the inquiry lessons were recorded on the Extended Inquiry Observational Rubric (EIOR), then analyzed for changes in eight categories using a dependent t test. To supplement observational data, participants were interviewed throughout the year and asked to provide a metaphor that describes their instructional role while engaged in extended inquiry lessons. This study analyzes demonstration classrooms and provides additional information on the changes that secondary science teachers experience in their inquiry instruction as they participate in a professional development program that contains a demonstration classroom component. (Contains 16 references.) (DDR)

ED 421 337 SE 061 530

Provo, Judy A.; Lamar, Carlton H.; Newby, Timothy J.
Spatial Ability, Gender, and the Ability To Visualize Anatomy in Three Dimensions.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anatomy; College Curriculum; *Concept Formation; Educational Resources; Educational Strategies; *Hands on Science; Higher Education; Learning Strategies; Sex Differences; *Spatial Ability; Three Dimensional Aids; *Veterinary Medical Education

This research aims to devise an intervention that can enhance three-dimensional anatomical understanding and develop testing instruments that can be used to measure this understanding. First year veterinary medicine students (N=62) participated in a study that explored: (1) whether participants who use a cross section for learning the anatomy of the canine head have a better understanding of the three-dimensional locations and relationships of structures in the head than students who only perform dissection; (2) if those who use a cross section for learning the anatomy of the canine head can better visualize three-dimensional anatomy in other areas of the body; and (3) whether female participants perform as well as their male counterparts on measures designed to assess spatial ability of three-dimensional anatomical understanding. No statistically significant gender or group differences in the means for the anatomical covariates were found in the analysis. (Contains 51 references.) (DDR)

ED 421 357 SE 061 613

Rochowicz, John A., Jr.
Sequences, Series, and Spreadsheets: A Mathematical Excursion.
PUB DATE- 98
NOTE- 16p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Mathematics Activities; *Mathematics Education; Mathematics Instruction; *Spreadsheets; Teaching Methods

The use of technology allows students to look at mathematical concepts in many different ways. With a variety of perspectives, studying ideas that were at one time difficult to understand are possible. Mathematics learning focuses more on concepts and less on computations. Various sequences including arithmetic, geometric, and partial sum can be studied in explicitly defined and recursive forms. This paper describes spreadsheet macros for automating computations and graphing relationships for these sequences. Learning mathematics with technology enables the student to develop intuition for correct results and to do meaningful mathematics. Classroom examples illustrate the relevance of the mathematics concepts studied. As technology continues to be part of many facets of society, studying mathematics with technology is also becoming increasingly necessary. (Author)

ED 421 358 SE 061 614

Eveland, William P., Jr.; Dunwoody, Sharon
Surfing the Web for Science: Early Data on the Users and Uses of The Why Files.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Concept Formation; *Educational Experience; Educational Innovation; Elementary Secondary Education; Engineering Education; *Information Technology; *Knowledge Representation; Mathematics Education; Nonformal Education; Science Education; Technology Education; *World Wide Web

This brief offers an initial look at one science site on the World Wide Web (The Why Files: http://whyfiles.news.wise.edu) in order to consider the educational potential of this technology. The long-term goal of the studies of this site is to understand how the World Wide Web can be used to enhance science, mathematics, engineering, and technology education. Includes a preliminary look at the expertise and finances required to develop a site, patterns of site usage, and user characteristics. The results of this study can help answer questions as to whether a well-designed web site can help users understand science as well as a paper publication. (DDR)

ED 421 359 SE 061 615

McGinnis, J. Randy; Simmons, Patricia
Teachers' Perspectives of Teaching Science-Technology-Society in Local Cultures: A Socio-Cultural Analysis.
PUB DATE- 98
NOTE- 60p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Influences; Educational Strategies; Elementary Secondary Education; Inservice Teacher Education; Knowledge Base for Teaching; Professional Development; *Science and Society; *Science Curriculum; *Science Teachers; *Teacher Attitudes; Technology Education

This study reports one investigation to better understand teachers' perspectives about teaching Science, Technology, and Society (STS). The study examined five teachers' perceptions of STS topics taught or not taught in their local schools. These teachers completed a summer workshop or an academic year class on STS. The curricula in the two STS inservice educational experiences were very similar, and interpretive research strategies were used to describe and interpret the teachers' classroom practices of infusing STS into the science curriculum. Two principal assertions related the teachers' perspectives on job security to their STS curricular decisions and the teachers' perceptions as outsiders to increasing conformity to what they perceived to be the school's local culture and decreased teaching of controversial issues. Findings suggest that teacher education experiences must include opportunities for practitioners to consider the impact of their beliefs concerning their local school cultures on their STS teaching practices. Included are the five teachers' responses to an opinionnaire. (Contains 46 references.) (Author/DDR)

ED 421 225 PS 026 663

Godwin, Annabelle; Schrag, Lorraine
Setting Up for Infant/Toddler Care: Guidelines for Centers and Family Child Care Homes. Revised Edition.
PUB DATE- 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Day Care; *Day Care Centers; Early Childhood Education; Educational Environment; *Family Day Care; *Guidelines; *Infant Care; Infants; *Program Design; Toddlers
IDENTIFIERS- *Day Care Quality; Parent Caregiver Relationship; Program Characteristics

With increasing numbers of infants in need of child care, the demand for infant care programs has grown. This handbook was designed to meet the need for technical assistance regarding program components and workable practices geared specifically to infant and toddler care. Part 1 of the handbook, "Considerations in Infant and Toddler Care," contains the chapters: (1) "What Are Parents Concerned About?" (Kleinman); (2) "Helping the Child Adjust to the Setting" (Lauritzen); (3) "Ensuring Health and Safety" (Chu); (4) "Providing Learning and Growth Experiences for Children" (Bromwich); (5) "Caring for Children with Special Needs" (Bromwich and Kleinman); (6) "Helping Children Accept Limits--Discipline" (Godwin); (7) "Helping Children Learn to Use the Toilet" (Lauritzen and Tullis); and (8) "Building Relationships with Parents" (Bromwich). Part 2 of the handbook, "Infant and Toddler Care in Centers" contains chapters: (9) "Setting Up the Environment" (Gordon, Khokha, Schrag, and Weeks); (10) "Staffing Programs for Infants and Toddlers" (Gordon); (11) "Staff Satisfaction, Rights, and Status" (Gordon); and (12) "Staff Meetings, Inservice Training, and Continuing Education" (Godwin). Part 3 of the handbook, "Infant and Toddler Care in Family Child Care Homes," contains chapters: (13) "Infants and Toddlers in Family Child Care" (Lauritzen); (14) "Designing the Family Child Care Environment" (Tishler); (15) "Business Aspects of Setting Up a Child Care Home" (McHale); and (16) "Family Child Care Systems and Satellite Homes" (Lauritzen). The handbook includes a section on finding help in the community. Appendices contain charts and sample forms. Contains a 90-item bibliography. (EV)

ED 421 244 PS 026 702

Hauser, Mary E., Ed.; Jipson, Janice A., Ed.
Intersections: Feminisms/Early Childhoods. Rethinking Childhood, Volume 3.
PUB DATE- 98
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Caregivers; *Children; Cross Cultural Studies; Day Care; *Early Childhood Education; Educational History; Elementary School Curriculum; Females; *Feminism; *Feminist Criticism; Higher Education; Minority Group Children; Preschool Curriculum; Preschool Teachers; Public Policy; Sex Role; Teacher Education
IDENTIFIERS- Developmentally Appropriate Programs

Through personal narrative and scholarly reflection, this book examines the foundations of early childhood education, contemporary curricular and pedagogical practice in early childhood education, and critical issues affecting the multiple worlds of childhood. Essays by individual contributors are linked by contributors' conversations. An introductory section, "A Conversation about the Intersections of Feminisms and Early Childhoods," provides background and explains the structure of the book. The first section, "A Conversation about Foundations," discusses historical events in early childhood education from a feminist perspective. The second section, "A Conversation about Curriculum and Pedagogy," reflects on early childhood practice and feminist pedagogy through the narratives of practicing early childhood professionals working in day care, public school, and university settings. The final section of the book, "A Conversation about Issues," examines from a feminist perspective significant issues facing early childhood, including the roles and representations of women and children, the analysis of economic and cross-cultural realities of child care, and the consideration of public policy. Contributors include Chelsea Bailey, Lisa Goldstein, Mary Hauser, Janice Jipson, Miha Kim, Tina Lozano, Nancy Meltzoff, Petra Munro, Peggy Trumble, Elba Marrero, Shirley Kessler, Debbie LaCroix, Carolyn Ames, Shu Ling Chen, Jennifer Jipson, Alden Schmid, Karen Anijar, Marianne Bloch, Beth Blue Swadener, and Linda Jagielo. Contains 423 references. (LPP)

ED 421 264   PS 026 751

Petersen, Evelyn
Growing Creative Kids: Seeds for Success.
PUB DATE- 97
NOTE- 88p.; Illustrated by Barb Tourtillotte.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Rearing; *Creative Activities; Creative Development; Creative Thinking; *Creativity; *Parent Child Relationship; *Young Children

Creativity is a process of thinking and doing; adults can encourage this important life skill in young children by encouraging them to embrace new ways of looking at things. This guide, part of the "Seeds for Success" series, provides advice for parents for encouraging creativity in children in a variety of areas by means of nearly 100 simple activity ideas designed for use with 3- to 5-year-olds. Activities are offered in the following areas: (1) "Planting the Seeds of Creativity"; (2) "Creative Art Materials"; (3) "Creating with Natural Materials"; (4) "Creating with Familiar Materials"; (5) "Creativity in the Kitchen"; (6) "Creative Play"; (7) "Creative Storytelling"; (8) "Creative Block Play" and (9) "Creativity through Music and Dance." (EV)

ED 421 265 PS 026 752

Petersen, Evelyn
Growing Responsible Kids: Seeds for Success.
PUB DATE- 97
NOTE- 89p.; Illustrated by Barb Tourtillotte.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caregiver Child Relationship; Child Rearing; *Child Responsibility; *Learning Activities; Moral Values; *Parent Child Relationship; *Preschool Children; Preschool Education; *Prosocial Behavior; Self Control; Self Motivation; Social Values

To teach responsible behavior means to encourage children to be motivated from the inside and to follow rules that help themselves and others. This guide, part of the "Seeds for Success" series, provides advice for parents for creating in children an inner sense of responsibility by means of nearly 100 simple activity ideas designed for use with 3- to 5-year-olds. Activities are offered in the following areas: (1) "Cultivating Self-Discipline"; (2) "Nurturing a Work Ethic"; (3) "Nurturing Family Responsibility"; (4) "Dealing with Family Challenges"; (5) "Nurturing Community Responsibility"; (6) "Introducing Social Skills"; (7) "Nurturing Anti-Bias Attitudes"; and (8) "Cultivating Environmental Awareness." (EV)

ED 421 284 PS 026 833

Curriculum Handbook for Parents, 1998-1999: Grade 2. (Second Edition).

PUB DATE- 98
NOTE- 32p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Primary Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 2 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 2 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Learner Outcomes in Technology"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 303 PS 026 852

Curriculum Handbook for Parents, 1998-1999. Catholic School Version. Senior High School.

PUB DATE- 98
NOTE- 51p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Catholic Schools; *Educational Objectives; Foreign Countries; Health Education; *High School Students; *High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; Physical Education; Science Curriculum; Second Language Instruction; Secondary Education; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

As students move through high school, they are faced with decisions that will determine future opportunities and endeavors. This handbook provides parents with information on the knowledge, skills, and attitudes that students in Catholic high schools in Alberta are expected to be able to demonstrate when they have completed their senior high school programs. Following introductory material, the handbook provides a program overview, including diploma requirements, a program planner and instructions, and descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprentice program, and distance learning. Religious education is discussed. Next, the handbook describes the high school core courses: English Language Arts; Mathematics; Science; Social Studies; Career and Life Management 20; Physical Education; and Technology. Optional courses described are: career and technology studies; fine arts; second languages; and physical education 20-30. The handbook concludes with answers to frequently asked questions and a one-page questionnaire asking for feedback about the handbook. (HTH)

Malouff, John; Schutte, Nicola S.
Games To Enhance Social and Emotional Skills: Sixty-Six Games That Teach Children, Adolescents, and Adults Skills Crucial to Success in Life.
PUB DATE- 98
NOTE- 200p.; Foreword by Rhea Zakich.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; *Counseling Techniques; *Emotional Problems; *Games; Goal Orientation; *Interpersonal Competence; *Intervention; Mental Health; Negative Attitudes; Persistence; Problem Solving; Psychotherapy; Self Esteem; Therapeutic Recreation; *Therapy; Values Clarification

By using a game-centered approach, mental health professionals can help teach social and emotional skills to their clients. The 66 games described in this book are presented using a standard format that includes suggestions for how to help players use their skills in daily life. The games were field tested using an evaluation strategy that focused on the extent to which players enjoyed the game and the extent to which the game produced the types of experiences that occur in sophisticated training or counseling. The games are organized according to the type of social-emotional goals desired. Chapters are: (1) "Introduction to Social-Emotional Skills and Games"; (2) "Playing the Games"; (3) "Games that Teach How To Identify and Talk about Emotions"; (4) "Games that Foster Self-confidence"; (5) "Games that Foster a Positive Outlook"; (6) "Games that Foster Value Clarification, Goal Setting, and Planning"; (7) "Games that Teach Problem-Solving Methods"; (8) "Games that Foster Persistence"; (9) "Games that Teach Coping Methods"; and (10) "Games that Enhance Social Skills." An appendix discusses commercial games. Contains 129 references. (LPP)

ED 421 247 PS 026 711

Ortiz, Camilo; Arnold, David H.; Stowe, Rebecca M.
A Brief Rating Scale of Preschool Children's Interest in Shared
Picture Book Reading.
PUB DATE- 97
NOTE- 11p.; Portions of paper presented at the Annual Meeting of
the Association for the Advancement of Behavior Therapy (31st,
Miami Beach, FL, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; Childrens Literature;
*Measurement Techniques; *Picture Books; *Preschool Children;
Preschool Education; Reading Aloud to Others; *Reading
Attitudes; Test Reliability; Test Validity

Despite its supposed importance, children's emergent interest in literacy has been seldom studied. As a result, no easy-to-use and psychometrically sound measure of children's emergent interest in literacy exists. This study made an initial attempt at validating such a measure. On three separate occasions, 24 parents and their 2- to 3-year-old children completed the Brief Reading Interest Scale (BRISC), a measure of preschool children's interest in reading. In addition, parents reported how often their child asked to be read to at home, and they filled out reading logs to record how well their child's interest was maintained when read to at home. Finally, parents were videotaped in the lab reading picture books with their child. The reliability of the BRISC, as well as its ability to predict the other measures of child interest in reading, were examined. BRISC scores at the initial visit correlated .78 with BRISC scores collected 1 week later and .71 with BRISC scores that were collected 4 weeks after the initial visit. BRISC scores correlated -.23 with videotaped interest, .45 with parent reading logs, and -.49 with parents' report of how often their child asked to be read to. All correlations were in the expected direction as a lower score on the BRISC indicated more interest in shared reading. While the validity of the BRISC needs improvement, it appeared to have potential as a cost-effective measure of young children's interest in shared reading that might facilitate research on the influences and effects of interest. (Author/EV)

ED 421 248 PS 026 712

Dockett, Sue; Perry, Bob; Tracey, Danielle
Getting Ready for School.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Conference of the Australian Association for Research in Education (Brisbane, Australia, 1997). Similar in content to PS 026 713, another conference paper by the same authors.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Early Childhood Education; Foreign Countries; Learning Readiness; *Parent Attitudes; *School Readiness; Student Adjustment; *Teacher Attitudes
IDENTIFIERS- Australia (Sydney)

In recent years, there have been calls in many countries to ensure that children come to school "ready to learn." This paper is the first in a series that explored what is meant by this term by different groups of people and the ways in which the beliefs underpinning such a term influence decisions such as when children start school, the classes they enter, and whether or not they progress annually. In this initial investigation, groups of parents, school teachers, and children associated with two schools in suburban Sydney, Australia were asked to identify elements of school readiness and the ways in which they could be identified. Results showed that parents and teachers were united in their focus on adjustment and disposition as the major elements of readiness, although particularly with adjustment, different features were identified. Teachers and parents emphasized the importance of children separating comfortably from parents, while teachers alone added that children's abilities to concentrate, sit for periods of time, and use initiative were important. Children's responses, unlike those of the adults, focused on rules, indicating that children have firm views about what it means to be ready to go to school and that these views differ considerably from those who make the decisions about readiness. (Contains 29 references.) (EV)

ED 421 268 PS 026 759

Cotton, Kathleen
Lifelong Learning Skills for the Preschool/Kindergarten Child: Tips for Parents. Research You Can Use. Booklet 1.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 22p.; For Booklets 2-3, see PS 026 760-761.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Experiential Learning; *Kindergarten Children; Learning Activities; *Lifelong Learning; Parent Materials; Parent Participation; Parent School Relationship; *Parent Student Relationship; *Parents as Teachers; *Preschool Children; Preschool Education; Resources

Decades of research indicates that when parents take an active part in their children's education, it has a positive impact on their children's academic achievement, attitudes toward learning and school, confidence as a learner, and their social behavior. Parents can also help children develop the lifelong learning skills and attitudes they will need in a rapidly changing society. This booklet examines lifelong learning, and provides suggestions for learning activities for parents to engage in with their preschool- and kindergarten-age children. Part 1 of the booklet, "Background Information," defines lifelong learning, explains why it is important, and details the characteristics of a lifelong learner with regard to attitudes, learning skills, and an understanding of their own learning styles. Part 2, "Learning Activities for Parents and Children," provides specific ideas for parents to work directly with their preschool and kindergarten children in the areas of learning styles; development of positive attitudes toward learning; reading; writing; speaking; and listening. Also included are suggestions for getting children ready to learn the research skills, learning strategies, and higher-order thinking skills they will need later on. Part 3 of the booklet lists resources for parents, including availability information. (KB)

ED 421 269 PS 026 760

Cotton, Kathleen
Lifelong Learning Skills for the Elementary School Child: Tips for Parents. Research You Can Use. Booklet 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.; For Booklets 1 and 3, see PS 026 759 and PS 026 761.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Students; Experiential Learning; *Lifelong Learning; *Parent Materials; *Parent Participation; Parent School Relationship; *Parents as Teachers; Resources

Decades of research indicate that when parents take an active part in their children's education, it has a positive impact on their children's academic achievement, attitudes toward learning and school, confidence as a learner, and their social behavior. Parents can also help children develop the lifelong learning skills and attitudes they will need in a rapidly changing society. This booklet examines lifelong learning, and provides suggestions for learning activities for parents to engage in with their elementary school-age children. Part 1 of the booklet, "Background Information," defines lifelong learning, explains why it is important, and details the characteristics of a lifelong learner with regard to attitudes, learning skills, and an understanding of their own learning styles. Part 2, "Learning Activities for Parents and Children," provides specific ideas for parents to work directly with their children in the areas of learning styles, development of positive attitudes toward learning, reading, writing, speaking, listening, research and independent learning skills, study skills, learning strategies, and higher-order thinking skills. Part 3 lists resources for parents and gives availability information. Appendices contain essential vocabulary, an assignment organizer, and a list of words commonly used in assignment and test directions. (KB)

ED 421 287 PS 026 836

Curriculum Handbook for Parents, 1998-1999: Grade 5. (Second Edition).

PUB DATE- 98
NOTE- 31p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 5 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 5 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Learner Outcomes in Technology"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

Curriculum Handbook for Parents, 1998-1999: Grade 6. (Second Edition).
PUB DATE- 98
NOTE- 31p.; The Alberta Education "Curriculum Handbooks for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two smaller series, one set for public schools and one set for Catholic schools. For the 1997 series, see ED 410 040-049. For the 1998 series, see PS 026 832-852.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Participation; Physical Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parental involvement is critical to a child's success in school. This handbook provides parents with information about the Grade 6 curriculum in Alberta, Canada. Based on the Alberta Education "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes students in Alberta are expected to demonstrate when they have completed the Grade 6 curriculum, including samples of what students are expected to learn in each subject. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Language Arts"; (3) "Mathematics"; (4) "Science"; (5) "Social Studies"; (6) "Learner Outcomes in Technology"; (7) "Physical Education"; (8) "Health"; (9) "Fine Arts"; and (10) "Languages Other Than English." The handbook concludes with a one-page questionnaire asking for feedback on the handbook. (LPP)

ED 421 306 RC 021 308

Precollege Program in Environmental Studies for Native American
Students, July 29-August 9, 1996. Final Report.
PUB DATE- 96
NOTE- 22p.; For 1993 report, see ED 366 486.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Culture; *American Indian Education; *American Indians; *Cultural Education; Ecology; *Environmental Education; Outdoor Education; Secondary Education; *Secondary School Students; *Summer Programs; Workshops
IDENTIFIERS- *Ethnobotany; Native Americans; Wisconsin

Staff and graduate students from the University of Wisconsin (UW) conducted a 2-week workshop in environmental studies for adolescent Native American students and a concurrent teacher's education program entitled "Wetland Perspectives: Ways of Looking at the Landscape." 1996 is the fifth year for the PreCollege program and the second year for the teacher's program. This report addresses only the PreCollege program. Twelve Ojibwa and Oneida students, aged 13-17, participated in the program, and 10 completed the program. Program objectives included providing the opportunity for Native American youth to learn natural and social sciences with an environmental perspective, introducing them to college campuses at Lac Courte Oreilles Ojibwa Community College and UW-Madison, encouraging Native American youth to explore environmental and natural resource careers, and introducing youth from different tribes to each other. The curriculum covered topics and activities related to health, nutrition, healthy diets, ethnobotany, traditional food production, and tribal management of natural resources. The Lac Courte Oreilles Ojibwa Community College was an active supporter; activities took place at campus facilities and outdoors at various Wisconsin reservations. Student evaluations of the workshop were very positive and gave the highest ratings to activities involving computer use and building a wigwam. Six repeat students participated in a 5-year evaluation of the program. Recommendations for repeating the workshop include enhancing recruitment and selection efforts, developing academic portions of the curriculum, emphasizing rules of conduct, building and expanding contacts, and monitoring program overlap. (Appendices contain the curriculum calendar, list of participants and consultants, student evaluation summary sheet, and 5-year evaluation form.) (SAS)

ED 421 321 RC 021 572

Shaughnessy, Lana; Everett, Sherry; Ranslow, Steve
Youth Risk Behavior Survey of Middle School Students Attending
Bureau Funded Schools, 1997.
PUB DATE- 97

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indians; Drinking; Drug Use; *Early Adolescents; Eating Habits; Health Education; Intermediate Grades; Junior High Schools; *Middle Schools; Physical Activity Level; Self Injurious Behavior; Sexuality; Smoking; *Student Behavior; Student Surveys
IDENTIFIERS- *Bureau of Indian Affairs Schools; Middle School Students; Risk Taking Behavior; *Youth Risk Behavior Survey

This report presents findings from a spring 1997 survey of all middle-school students (grades 6-8) enrolled in schools funded by the Bureau of Indian Affairs (BIA). The Centers for Disease Control Youth Risk Behavior Survey (YRBS) was completed by 6,990 students in 115 of the 122 BIA-funded middle schools; the overall response rate was 74 percent. The self-administered Middle School YRBS is a 55-item questionnaire that assesses the prevalence of six categories of behaviors that contribute substantially to death, illness, and social problems among U.S. youth and adults: (1) unintentional and intentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted disease, including HIV infection; (5) dietary behaviors; and (6) physical activity. Findings in each category are detailed in narrative and chart form and compared to national and high school findings. Some findings include: (1) less seat belt use among males, less use of helmets among males, 37 percent of all students took a gun to school, 64 percent engaged in a fight, and one-third had considered suicide; (2) over 78 percent had tried cigarette smoking; (3) three in five had used alcohol, and 51 percent had used marijuana; (4) 20 percent had sexual intercourse; (5) 23 percent thought of themselves as overweight; and (6) 69 percent participated in vigorous physical activity. A chart shows ages of initiation for various survey activities. Tables break down findings by sex and grade. Suggestions are offered for the role of schools in addressing the risk behaviors examined in this survey. (SAS)

ED 421 339 SE 061 532

Cudmore, Donald H.; English, Lyn D.
Using Intranets To Foster Statistical Problem Posing and Critiquing in Secondary Mathematics Classrooms. Draft.
PUB DATE- 98
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Educational Technology; Foreign Countries; Internet; *Mathematics Education; Secondary Education; *Secondary School Mathematics; *Statistics; *Telecommunications; *World Wide Web
IDENTIFIERS- *Intranets; *Problem Posing

This paper reports on the technological aspects of an international study in which secondary students engage in authentic data inquiries involving the posing, sharing, and critiquing of statistical word problems. This paper focuses on investigating the use of Web-based intranets to enable schools to conduct collaborative statistical investigations with students from other countries using the Internet. A series of exploratory case studies in classrooms in England, Australia, and Canada in which students posed and shared problems involving measures of central tendency are provided. The principal sources of evidence were the following: all materials posted to various areas of the project Intranet, video recordings, observers' notes, e-mail, and teacher interviews. The purpose of this paper is to discuss issues that have emerged in the present application of computer-mediated communication for fostering mathematical problem posing and critiquing. The central conclusion is that semi-private Web-based intranets present an excellent medium for publishing, sharing, and discussing mathematics problems created by students. Contains 59 references. (ASK)

ED 421 361 SE 061 626

Weiskopf, Joyce Lowry
The Sun's Joules: What is Renewable Energy? An Introduction to "The Sun's Joules" CD-ROM and Energy Education Program.

SPONS. AGENCY- Department of Energy, Washington, DC.

PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Elementary Secondary Education; Energy; Environmental Education; Futures (of Society); Higher Education; *Science Activities; Science and Society; *Scientific Literacy; *Solar Energy
IDENTIFIERS- *Renewable Resources

This guide accompanies a compact disk that provides a comprehensive collection of information resources. The compact disk is organized according to energy sources and cross-referenced to issues that must be considered when making decisions about energy. This booklet, designed around questions common to high school students, illustrates how the compact disk can enable students to find answers to their questions and form opinions based on facts. The activities directly support the content and pedagogy in science curricula that address the need for more students to study science and for all students to develop scientific literacy. The six activities focus on the use of renewable resources and the effects on society. Activities are the following: "What Is Renewable Energy?"; "Why Do We Need Options?"; "What Is Energy Efficiency?"; "What Is the Environmental Cost of Energy?"; "How Can Passive Solar Be Used in Home Construction?"; "How Can Motor Vehicles Use Renewable Energy?" (DDR)

ED 421 341 SE 061 534

Adams, April Dean; Chiappetta, Eugene L.
Students' Beliefs, Attitudes, and Conceptual Change in a Traditional High School Physics Classroom.

PUB DATE- 98
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Concept Formation; Constructivism (Learning); Epistemology; Force; High Schools; *Misconceptions; *Physics; *Relevance (Education); Science and Society; *Science Education; *Student Attitudes
IDENTIFIERS- Conceptual Change; Nature of Science

This study investigates the relationships between student beliefs about the nature of science, student attitudes, and conceptual change about the nature of forces in a traditional high school physics classroom. Students (N=28) in the study were junior-level high school honors students in an introductory physics class. The physics instruction was integrated with pre-calculus. In this naturalistic study, data sources included videotape of seven weeks of instruction; analysis of videotapes using the Secondary Teacher Analysis Matrix; field notes; pretest and posttest assessments with the Force Concept Inventory; student responses from the Views on Science-Technology-Society questionnaire, the Questionnaire for the Assessment of a Science Course, and the Constructivist Learning Survey; student interviews; and teacher interviews. This study concluded that students do not think that physics is relevant to their everyday experiences, high conceptual change students are more likely to have a logical world view, and high conceptual change students are able to develop internally consistent understanding of content. (Contains 32 references.) (DDR)

ED 421 366 SE 061 688

Santi, Terri
Math Ties: Problem Solving, Logic Teasers, and Math Puzzles All "Tied" To the Math Curriculum. Book B1.
PUB DATE- 98
NOTE- 101p.; Illustrated by Rob Gallerani. For Book A1, see SE 061 687.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Elementary Secondary Education; Geometry; Intermediate Grades; Junior High Schools; Mathematics Activities; *Mathematics Instruction; Number Concepts; Probability; *Problem Solving; Teaching Methods; Thinking Skills

This book contains a classroom-tested approach to the teaching of problem solving to all students in Grades 6-8, regardless of ability. Information on problem solving in general is provided, then mathematical problems on logic, exponents, fractions, pre-algebra, algebra, geometry, number theory, set theory, ratio, proportion, percent, probability, charts and topology are presented. Answers to all problems are included. A problem-solving portfolio, a math myths exercise, a matrix of problem-solving concepts, and a matrix of problem-solving strategies are appended. (ASK)

ED 421 390 SO 028 506

Gaiber, Maxine
Imperial China. A Discovery Unit from Field Museum of Natural History. Department of Education.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Chinese Culture; Cultural Centers; Elementary Secondary Education; Exhibits; Foreign Countries; Multicultural Education; *Museums; Non Western Civilization; Social Studies
IDENTIFIERS- *China; Field Museum of Natural History IL

This unit deals with life in Imperial China before 1912. The unit contrasts the lifestyles of the wealthy and the peasants and describes the important role of the family and the secondary place of women. The booklet also provides information about the development of written language in China and about Chinese religious philosophies and burial practices. The guide ends with a look at some of the many symbols found on Chinese objects on display at the Field Museum of Natural History in Chicago (Illinois). Activities are correlated to each section in the guide. (EH)

ED 421 414   SO 029 038

Kennedy, Barbara Ann
Spanish Language and Latin American Culture Opportunities for Study in Mexico. Fulbright-Hays Summer Seminar Abroad 1997 (Mexico).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indians; Culture Contact; Ethnic Groups; Foreign Countries; *International Cooperation; *International Education; Latin Americans; *Mexicans; Multicultural Education; Secondary Education; Social Studies; *Spanish; *Spanish Culture
IDENTIFIERS- *Mexico

This paper provides a description of programs for Spanish language study in Mexico. The programs listed were chosen because of the interest and beauty of the cities where they are located as well as for the competence of the instruction delivered. A substantial part of the paper is entitled "A Mesoamerican Worldview: The Huichol of Mexico. Lesson Plans to Enrich the Study of Native American Cultures." This part of the paper includes student activities, a discussion of Huichol Indian culture, an introduction to Huichol symbolism, and copies of masks and pictures. (EH)

ED 421 439   SO 029 103

McRae, Lee
Handbook of the Renaissance: Europe 1400 - 1600.
PUB DATE- 95
NOTE- 60p.; Part of a National Endowment for the Humanities project entitled "Quest for the Renaissance."
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *European History; Foreign Countries; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Social Studies; *Western Civilization; *World History
IDENTIFIERS- *Europe; *Renaissance

This handbook provides background materials and teaching suggestions for studying the Renaissance at the middle school level. The 16 chapters include: (1) "The Renaissance in Europe: 1400-1600"; (2) "Education"; (3) "Important People"; (4) "Women of the Renaissance"; (5) "How People Lived"; (6) "Health and Medicine"; (7) "What People Wore"; (8) "What People Ate"; (9) "Games and Entertainment"; (10) "Instruments and Music"; (11) "Books, Printing, and Libraries"; (12) "The Age of Exploration"; (13) "Timeline"; (14) "More Important People"; (15) "Reading List"; and (16) "Recordings." Drawings and illustrations related to the time accompany the text. (EH)

ED 421 367 SE 061 691

Johnson, Eugene G.; Siegendorf, Adriane
Linking the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS): Eighth-Grade Results. Research and Development Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Assessment; *Grade 8; Junior High Schools; *Mathematics Education; *National Competency Tests; *Science Education
IDENTIFIERS- National Assessment of Educational Progress; *Third International Mathematics and Science Study

Because education in the United States is largely determined at the state and local levels, there has been considerable interest in how the performance of students in individual states compares with each other, with the United States as a whole, and with other nations. The comparison of state performance with other states and with the nation as a whole is made possible by the National Assessment of Educational Progress (NAEP). In 1996, NAEP assessed mathematics and science in the United Sates as a whole. The Third International Mathematics and Science Study (TIMSS) conducted in 1995 provides the most recent information about America's progress in mathematics and science education compared with other countries in the world. This study is one of two reports about the linking of NAEP results to TIMSS results for Grade 8 mathematics and science. The study describes the types of linking approaches considered, the methods used to develop the linking functions, the sources of variability that affect the variance of the linking functions, and the validation and results obtained for Grade 8 mathematics and science achievement. (ASK)

ED 421 391 SO 028 508

Beckingham, Bryan; Taylor, Priti

Report into Racist Attitudes and Perceptions amongst School Students at Royton and Crompton School, Oldham and Summative Statement of Anti-Racist Report.

PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; Cultural Interrelationships; Ethnic Relations; Ethnic Stereotypes; Foreign Countries; Intermediate Grades; Junior High Schools; *Racial Attitudes; Racial Discrimination; *Racial Relations; *Student Attitudes
IDENTIFIERS- England

This report examines student attitudes toward race relations at an English Comprehensive School, among students ages 11-16. The school is predominantly white working class with an enrollment of 1200 and less than 5% ethnic minority population. A series of 13 questions were developed, with an interview plan, reply recording sheets, timetable for interviews, parental permission letter, interview request slip and the final report. The selection of students to be interviewed was made on a statistical methodology, interviewing half of the ethnic population across years 7-10, male and female of various abilities based on their mathematics sets, and matched with "equivalent" white students. The interview process averaged about fifteen minutes per student. Tables and graphs present the findings of the survey responses. Suggestions are given as to how to help minority students feel they are a component of the school community. (EH)

ED 421 462 SP 038 031

Newman, Judith M.; And Others
Tensions of Teaching: Beyond Tips to Critical Reflection.
PUB DATE- 98
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Action Research; *Critical Thinking; Elementary Secondary Education; Journal Writing; Public Education; Self Evaluation (Individuals); *Teacher Improvement; Teacher Student Relationship; Teachers; *Teaching (Occupation)
IDENTIFIERS- *Reflective Thinking

This book presents a collection of essays by educational practitioners who reflect on the tensions of teaching and show that ongoing critical reflection is a powerful means through which teachers can transform their beliefs and practices. The essays are the culmination of these educators' inquiries into their own practice. Part 1, "Researching Self," includes: "Through the Looking Glass" (Wendy Peters); "Journal Writing and Alienation" (Janie McTavish); "Reflection, Pain, and Wonderful Ideas" (Susan Wastie); and "Experiences" (Patty Kimpton). Part 2, "Learning from Students," includes: "Listening to the Children's Voices" (Kimberley Crass); "Real Life as Curriculum" (Rosemary Manning); and "For the Love of Books" (Veronica Yeung). Part 3, "Taking New Paths," includes: "Action Research: An Ongoing Journey" (James Beveridge); "Controlling or Nurturing?" (Elizabeth Hughes); and "Backing Out of the Room" (Jim Albright). Part 4, "Resisting," offers "The Wild Ones" (Sandra Millen); "Justice for Justin" (Marcia Harding); and "Sabbatical" (Judith M. Newman). Part 5, "Becoming," features "On Becoming a Better Teacher" (Judith M. Newman). (SM)

ED 421 440   SO 029 232

Greenberg, Hazel Sara; Mahony, Elizabeth, Ed.
A South Asia Curriculum: Teaching about India.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 443p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian Studies; Cultural Awareness; *Culture; Foreign Countries; Global Education; *Indians; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies; State Curriculum Guides; *World History
IDENTIFIERS- *India; New York

This curriculum evolved as an interactive cooperation between South Asian scholars and an educator/curriculum writer. The materials are congruent with the mandates of the New York State Global Studies program. Each lesson provides focus questions, performance objectives, procedures with accompanying student materials, and a summary/application. Teaching strategies also are included. Each student worksheet is keyed to the lesson with the same title and sequentially numbered worksheets. The teacher's guide is divided into the following themes: (1) "The Physical/Historical Setting"; (2) "The Dynamics of Change"; (3) "Contemporary South Asian Nations and Cultures"; (4) "Economic Development in South Asia"; and (5) "South Asia in the Global Context." Appendices provide a scope and sequence, a bibliography, and a videography. (EH)

ED 421 461 SP 038 030

Lyons, Nona, Ed.
With Portfolio in Hand. Validating the New Teacher Professionalism.
PUB DATE- 98
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Faculty Development; Higher Education; Personal Narratives; *Portfolio Assessment; Portfolios (Background Materials); Preservice Teacher Education; Reflective Teaching; Teacher Competencies; *Teacher Evaluation; Teacher Improvement; Teachers
IDENTIFIERS- Professionalism; *Teacher Portfolios; Vermont

This book suggests that portfolios can become a new kind of credential of competent and effective teachers. The book includes 5 parts with 16 chapters. Part 1, "Prologue," offers: (1) "Portfolio Possibilities: Validating a New Teacher Professionalism" (Nona Lyons) and (2) "Teacher Portfolios: A Theoretical Activity" (Lee Shulman). Part 2, "Emerging Portfolio Practices: A Sampler," includes (3) "Creating a Portfolio Culture" (Dennie Wolf); (4) "Mentoring Portfolio Development" (Helen Freidus); (5) "Learning from Looking" (Steve Seidel); (6) "Reflections on the Use of Teams to Support the Portfolio Process" (Carol Lynn Davis and Ellen Honan); and (7) "Constructing Narratives for Understanding: Using Portfolio Interviews To Scaffold Teacher Reflection" (Nona Lyons). Part 3, "The Tensions: Portfolios for Professional Development or for Assessment?", offers: (8) "Portfolios in Teacher Education: Technical or Transformational?" (Jon Snyder, Ann Lippincott, and Doug Bower); (9) "Experienced Teachers Construct Teaching Portfolios: A Culture of Compliance vs. a Culture of Professional Development" (Lee Teitel, Maria Ricci, and Jacqueline Coogan); (10) "The Portfolio Question: The Power of Self-Directed Inquiry" (Grace E. Grant and Tracy A. Huebner); and (11) "A Post-Tenure Review Portfolio: A Collaborative Venture" (Larry Cuban). Part 4, "Judging and Validating Portfolio Evidence: Warranting a New Vision of Teacher Professionalism", includes: (12) "Anatomy of a Portfolio Assessment System: Using Multiple Sources of Evidence for Credentialing and Professional Development" (Walter H. Kimball and Susie Hanley); (13) "Rethinking Validity for the Assessment of Teaching" (Pamela A. Moss); (14) "When the State Mandates Portfolios: The Vermont Experience" (Richard H. Dollase), and (15) "The Case of the Missing Portfolio Entry: The Moral and Ethical Dimensions of Teaching" (Gloria Ladson-Billings). Part 5, "Epilogue," includes: (16) "Portfolios and Their Consequences: Developing as a Reflective Practitioner" (Nona Lyons). (SM)

ED 421 441 SO 029 238

Sharma, Sanjeev; Ladd, Ginger, Ed.
Cambodia: An Historical Overview. A Workbook for Students.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; *Cambodians; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies
IDENTIFIERS- *Cambodia

This book provides students with information about culture and trace important historical events that have brought this nation to its current position in the 20th century. Each chapter provides background information along with a glossary, student activities, and project suggestions. Chapters include: (1) "Introduction"; (2) "The Early Period"; (3) "The Angkor Civilization"; (4) "The French Colonial Period"; (5) "Independence Under Sihanouk"; (6) "Revolution and Turmoil (1970-79)"; (7) "Contemporary Cambodia"; (8) "Culture"; (9) "Language and Education"; and (10) "Art and Culture." A 20-item bibliography concludes the volume. (EH)

ED 421 415 SO 029 054

White, Charles S.
Information Technology in U.S. Social Studies Classrooms: Potentials and Realities.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Meeting of the Korean Social Studies Association (Jinju, South Korea, August 8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Computers; Educational Media; Educational Practices; Educational Technology; Elementary Secondary Education; Information Technology; *Social Studies

This paper discusses the role of information technology in American social studies classrooms. Three main topics are addressed including: (1) the potentially-powerful applications of technology in social studies, based on current trends in social studies education; (2) the current status of technology use in social studies education and factors that have facilitated the rise of technology use; and (3) a description of a number of factors that limit the achievement of technology's potential for social studies. Among the limiting factors to technology usage in education are the availability of the up-to-date technology in the classroom, the cost of expansion of technology, and the move toward national and state curriculum standards that could limit innovative uses of technology. A number of ways that technology can help achieve social studies goals is suggested.(EH)

ED 421 442 SO 029 239

Shackford, Julie
Vietnam: An Historical Perspective.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 92
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary Education; Social Studies; *Vietnamese People
IDENTIFIERS- *Vietnam

This book provides an overview of Vietnam's history prior to the U.S. presence there. The book begins with a chronology extending from prehistoric times to the defeat of the French at Dien Bien Phu in 1954. Each chapter provides background information along with a glossary, student activities, and project suggestions. Chapters include: (1) "Introduction: Chronology of Vietnamese History"; (2) "Prehistoric Vietnam: The Dawn of Civilization in the Tonkin Delta"; (3) "Chinese Colonization"; (4) "Vietnamese Independence (950-1859)"; (5) "The Vietnamese Village"; and (6) "French Colonization (1858-1954)." A 27-item bibliography concludes the volume. (EH)

ED 421 416 SO 029 055

Lhowe, Mary, Ed.
China on the World Stage: Weighing the U.S. Response. Choices for the 21st Century Student and Teacher's Guide. Revised.
PUB DATE- 96
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Chinese Culture; Foreign Countries; *Foreign Policy; Instructional Materials; *International Relations; *Non Western Civilization; Secondary Education; Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- *China

This packet contains student materials and a teacher's resource book. The materials present students with many of the same questions vexing U.S. policy makers in their dealings with China. Students explore background materials and debate policy options as to what relations with China should be. The student booklet contains background essays for students on: (1) "The History of U.S.-Chinese Relations"; (2) "China's Transformation"; and (3) "The U.S.-Chinese Agenda." Students are then presented policy options as to what the relationship with China should be. Options include: (1) "Press for Democratic Values"; (2) "Promote Stability and Trade"; (3) "Tame the Dragon"; and (4) "Keep Our Distance." Supplementary documents and suggested reading conclude the booklet. The teacher's resource book suggests a 5-day lesson plan and contains the day-by-day lesson plan and student activities. An alternative 3-day lesson plan is provided. (EH)

ED 421 369   SO 027 999

Barry, Patricia
Literary Vision of Symbolic India: Removing the Veil and Stepping into Spiritual India. Fulbright-Hays Summer Seminars Abroad 1996 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 116p.; Some materials may not photocopy well. For other documents in this 1996 program, see SO 028 000 - SO 028 007.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Ethnic Groups; Foreign Countries; Global Education; Grade 6; *Indians; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Literature; Middle Schools; *Multicultural Education; Religion Studies; Social Studies
IDENTIFIERS- *India

This curriculum guide was developed to assist middle-school students in understanding the complexity of India. A slide presentation is used in combination with several activities for interdisciplinary study of India through literature and social studies. A comprehensive bibliography provides suggestions for further reading. Sections of the guide include: (1) Preface; (2) "Sacred India"; (3) "Hinduism"; (4) "Sadhus"; (5) "Buddhism"; (6) "Islam"; (7) "Sikhism"; (8) "Jainism"; (9) "Zoroastrianism"; (10) "Christianity and Judaism"; (11) "The Vedas and Upanishads"; (12) "The Ramayana"; (13) "The Mahabharata"; (14) "The Bhagavad Gita"; (15) "Music"; (16) "Dance"; (17) "The Mughals"; (18) "Sati"; (19) "The Ganges"; (20) "Nataraja"; (21) "Mahatma Gandhi"; (22) "The Bhagavad Gita and Henry David Thoreau"; (23) "Rabindranath Tagore"; (24) "Dhobi Wallahs"; (25) "Dhaba Lunches"; (26) "Indian Cuisine"; (27) "Child Labor in India"; (28) "Private Schools in India"; (29) (30) "Rice"; (31) "Climate"; (32) "Floor Designs of India"; (33) "Population"; and (34) "Recommended Reading-Bibliography." (EH)

ED 421 392 SO 028 736

Brown, Carol S.
K-12 Social Science Program Evaluation.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Evaluation; Educational Assessment; Elementary Secondary Education; Input Output Analysis; Outcomes of Education; Program Effectiveness; Program Evaluation; Program Improvement; Public Schools; *Social Studies
IDENTIFIERS- *Des Moines Public Schools IA

This paper provides a program evaluation of the K-12 social science program in the Des Moines (Iowa) public schools. The program attempts to provide a balance between American and World Studies, History and Current Issues. It emphasizes multicultural and non-sexist learnings and includes the knowledge, skills and attitudes necessary to survive in a rapidly changing and diverse society. A real strength of the program is a variety of interesting and challenging experiential programs which compliment and broaden the curriculum. Sections of the paper include: (1) evaluation abstract; (2) mission; (3) context evaluation; (4) input evaluation; (5) process evaluation; (6) product evaluation; and (7) future planning. Appendices offer overviews of the conflict manager program, the international programs, and the Global Youth Institute summary report. (EH)

ED 421 417 SO 029 057

Lhowe, Mary, Ed.
U.S. Immigration Policy in an Unsettled World. Public Policy Debate in the Classroom. Choices for the 21st Century. Student and Teacher's Guide. Revised.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Foreign Policy; *Immigrants; *Immigration; Instructional Materials; *International Relations; Migrants; *Refugees; Secondary Education; Social Studies; Teaching Guides; World Affairs

This packet contains student materials and a teacher's guide. The materials engage students in the leading issues driving the current immigration debate. Students explore background materials and debate policy options as to what the U.S. immigration policy should be. The student booklet contains background essays on: (1) "The Role of Immigration in the American Experience"; (2) "A New Generation of Newcomers"; and (3) "Assessing the Impact of Immigration." Students are presented options as to what the U.S. immigration policy should be. Options include: (1) "Opening Ourselves to the World"; (2) "Balancing Our Responsibilities"; (3) "Competing in a Competitive World"; and (4) "Recognizing Our Limits." Supplementary documents are included to enhance the study of the policy question. The Teacher's Resource Book contains lesson plans for 5 days and an alternative 3-day lesson plan. (EH)

ED 421 372 SO 028 002

Roen, Kim

The Ties That Bind: What Is Cultural Identity? Fulbright-Hays Summer Seminars Abroad 1966 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 25p.; For other documents in the 1996 Program, see SO 027 999-028 007.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Cultural Differences; Cultural Influences; Cultural Pluralism; Ethnic Groups; Foreign Countries; Global Education; Grade 6; Grade 7; Grade 8; *Indians; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; Social Studies
IDENTIFIERS- *India

This curriculum unit was developed to assist middle-school students in understanding diversity in race, religion and culture present in India. Sections of the guide include: (1) "Assessment," which discusses Indian culture; (2) "The Culture of the Monsoon"; (3) "Musical Culture"; (4) "Systemic Culture"; (5) "The Culture of Stories"; (6) "The Culture of Cuisine"; and (7) "The Culture of Appearance." The guide also provides a list of multiple abilities used in this unit (EH)

ED 421 395   SO 028 805

Marciano, John
Civic Illiteracy and Education: The Battle for the Hearts and
  Minds of American Youth. Counterpoints: Studies in the
  Postmodern Theory of Education, Volume 23.
PUB DATE- 97
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Area Studies; Asian History; *Civics; Content
  Analysis; *Critical Thinking; Higher Education; *Textbook Bias;
  *Textbook Content; Textbook Evaluation; United States History;
  *Vietnam War
IDENTIFIERS- Gulf War

This book is about civic literacy, which is described as "the ability to think critically and objectively about the nation's fundamental premises and practices." The volume examines influential education reports and theorists who have defined the civic literacy debate. The book challenges the dominant perspective of history as presented in nationalistic textbooks and presents divergent viewpoints and perspectives of historical events. The seven chapters are entitled: (1) "The Crisis in Civic Literacy and Foundational Principles"; (2) "America: The Dominant-Elite View"; (3) "America: A Dissenting View"; (4) "The Radical Tradition in Educational Criticism"; (5) "Civic Illiteracy and American History Textbooks: The U.S.-Vietnam War"; (6) "The Persian Gulf War"; and (7) "Civic Literacy and the Gulf War: Critical Pedagogy and an Alternative Vision." (EH)

ED 421 445 SO 029 242

Shackford, Julie; Aquino, Belinda A., Ed.
The Philippines: Historical Overview.
SPONS. AGENCY- Henry Luce Foundation, New York, NY.
PUB DATE- 90
NOTE- 264p.; For related items, see SO 029 238-241.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Asian History; *Asian Studies; Foreign Countries; Global Education; Instructional Materials; Multicultural Education; *Non Western Civilization; Secondary

Education; Social Studies
IDENTIFIERS- *Philippines

This book provides readings and student lessons about the Philippines. Lessons and activities follow a chronological sequence and provide a good resource for those interested in the Philippines. The materials begin with prehistoric times and continue to the presidency of Corazon Aquino. Each chapter provides background information along with a glossary, student activities, and project suggestions. Chapters include: (1) "The Land and People of the Philippines"; (2) "Prehistory of the Philippines"; (3) "European Colonization of the Philippines"; (4) "United States Presence in the Philippines"; (5) "The Independent Philippines: Presidents and Issues"; and (6) "The People of the Philippines Today." The volume concludes with a 26-item bibliography. (EH)

ED 421 373 SO 028 003

Weaver, Robin
Evaluation of the India Program - 1996. Fulbright-Hays Summer Seminars Abroad 1966 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 26p.; For other documents in the 1996 Program, see SO 027 999-028 007.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Asian Studies; Foreign Countries; Formative Evaluation; *Indians; Informal Assessment; *Participant Satisfaction; *Program Evaluation
IDENTIFIERS- *India

This report addresses the effectiveness of the Fulbright program in India in 1996 from the participant's perspective. A detailed outline of pre-trip preparations, on-site experiences and post-trip expectations are described with suggestions made for further improvement. (EH)

ED 421 396   SO 028 808

Parker, Walter C., Ed.
Educating the Democratic Mind. SUNY Series, Democracy and Education.
PUB DATE- 96
NOTE- 381p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Critical Thinking; *Democracy; Elementary Secondary Education; Global Education; Higher Education; Justice; Political Science; Values Education

This volume features 16 essays about educating young people for the amorphous state called democracy. The collections addresses the central questions: (1) How and what might children be taught so that they respond well and creatively to the demands of an increasingly diverse society that is organized under and struggling to realize the democratic ideal?; and (2) How are we to educate children to embrace difference and maintain a common life? The foreword is by James A. Banks with the introduction "Schools as Laboratories of Democracy" by Walter C. Parker. The book is divided into four parts: "Early Year," "Middle Years," "Recent Years," and "Reflections & Possibilities--New Works." Essays include: (1) "The Democratic Conception in Education" (John Dewey, 1916); (2) "Reconstructing the Curriculum" (Harold O. Rugg, 1921); (3) "An Experiment in Teaching Resistance to Propaganda" (Wayland W. Osborn, 1939); (4) "Teaching in Democratic and Authoritarian States" (Alan F. Griffin, 1942); (5) "Rational Inquiry on Society's Closed Areas" (Maurice P. Hunt and Lawrence E. Metcalf, 1955); (6) "Decision Making" (Shirley H. Engle, 1960); (7) "Teaching Strategies and Thought Processes" (Hilda Taba and Freeman F. Elzey, 1964); (8) "Using a Jurisprudential Framework in the Teaching of Public Issues" (Donald W. Oliver and James P. Shaver, 1966); (9) "The Hidden Curriculum and the Nature of Conflict" (Michael W. Apple, 1975); (10) "Moral Reasoning" (Lawrence Kohlberg, 1976); (11) "Skills in Citizen Action" (Fred M. Newmann, Thomas A. Bertocci, and Ruthanne M. Landsness, 1977); (12) "History's Role in Civic Education: The Precondition for Political Intelligence" (Paul Gagnon, 1989); (13) "Reviewing and Previewing Civics" (David Mathews); (14) "The 'Woman Question' in Citizenship Education" (Jane Bernard-Powers); (15) "'Re-Minding' Education for Democracy" (James Anthony Whitson and William B. Stanley); and (16) "Global Perspectives" (Ann V. Angell and Carole L. Hahn). (EH)

ED 421 420 SO 029 068

Brinton, Victoria
India: General Survey Unit for World Civilization Course Curriculum Project. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 86p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Some material may not photocopy well. Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Ethnic Groups; Foreign Countries; High Schools; *Indians; Instructional Materials; *Religion Studies; Social Studies; *World History
IDENTIFIERS- *India

This unit is intended to provide high school students with a general knowledge of the history and culture of India. Lessons include: (1) "Early India"; (2) "Indian Civilization 1500 BC - 500 AD: Hinduism"; (3) "Buddhism"; (4) "Indian Empires"; (5) "Indian Empires, Continued"; (6) "Imperialism"; and (7) "Independence and Modern India." Suggestions for students projects are included. Slides, lectures, and discussions are used extensively in the unit. (EH)

ED 421 421 SO 029 069

Doeksen, Peggy

India Culture Trunk. Fulbright-Hays Summer Seminars Abroad, 1997 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 40p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Asian Studies; *Cultural Awareness; Culture; Elementary Education; Ethnic Groups; Foreign Countries; *Indians; Instructional Materials; *Material Culture; Multicultural Education; Non Western Civilization; Realia; *Social Studies; *World History
IDENTIFIERS- *India

This unit is intended to provide students with a general knowledge of the history and culture of India. Activities include: (1) "What Do You Know about India?"; (2) "What Is All This Stuff For?"; (3) "Name That Spice and Why It's Nice"; (4) "Where and How Are These Elephants Marching?"; (5) "Why Is India What It Is?"; (6) "Why is India the Cover Story in the May 1997 'National Geographic Magazine?'"; (7) "Who Are We, The Indians?"; (8) "What about This Monsoon?" and (9) "Let's Have That Energy Drink That Indians Know and Love." The unit contains a list of materials in the culture trunk as well as additional resources for teaching about India. (EH)

ED 421 446 SO 029 328

Barrell, M. Kay
The Technical Production Handbook: A Guide for Performing Arts Presenting Organizations and Touring Companies.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.
PUB DATE- 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dance; Drama; Guidelines; *Guides; *Production Techniques; *Theater Arts; *Theaters

This handbook is designed for specific use by performing arts presenters and touring companies. These companies pose an immense range of production requirements and challenges to a presenter. The book stresses the basics of technical production with an emphasis on presenting dance. Dance has more inherent pitfalls in its production requirements, yet is on tour the most of any of the performing arts. The first section deals with needs and responsibilities common to both theater and dance. The second section singles out separate production aspects of each. The third section is a glossary of terms to help the presenter understand the technical language of production. Chapters include: (1) "Introduction"; (2) "Presenters and Performers"; (3) "Differences between Disciplines"; and (4) "What Does It Mean? A Glossary of Terms." Appendices offer additional information on technical riders, technical questionnaires, sample light plots, section drawing of the theater, fly system cross-section, and hanger log. (EH)

ED 421 465 SP 038 034

Martello, Chris
Self-Perceived Levels of Responsibility in Seventh Grade Students.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 7; Grade 8; Junior High School Students; Junior High Schools; Secondary School Teachers; Self Concept Measures; *Student Attitudes; *Student Responsibility; *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship

This study, conducted at Churchill Junior High School in Royal Oak, Michigan, examined the effectiveness of the Student Responsibility Profile (SRP)and investigated the attitudes of eighth grade students and teachers toward the SRP. The profile allows staff members to evaluate student responsibility performance in 10 areas and allows students to self-evaluate themselves in each teacher's classroom. The study explored levels of student responsibility as scored on the SRP and the amount of agreement or disagreement in teacher and student opinions regarding the SRP. A group of 140 eighth grade students participated, along with 23 teachers and 2 administrators. Participants completed the SRP and the 10-item Student/Teacher Opinion Survey, which measured their opinions about the SRP. Results indicated that students who evaluated themselves tended to take more responsibility for behavior and learning. Teachers believed that students were responsible overall, but students did not agree. Both students and teachers thought that teachers generally agreed with students on the SRP and did not have to change ratings very often. Students and teachers did not think that boys were rated higher in responsibility than girls, but boys believed that girls were rated higher than boys. Most teachers thought that students were concerned about the SRP, while most students were not concerned. The two profiles are appended. (Contains 15 references.) (SM)

ED 421 447 SO 029 345

Patrick, John J.
A Global Perspective on Human Rights Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Civil Liberties; Constitutional Law; Democratic Values; Global Approach; *Global Education; *Government Role; History; *Human Dignity; Individualism; Political Attitudes; Social Responsibility
IDENTIFIERS- ERIC Digests

This ERIC Digest outlines what is meant by the phrase human rights and the origin of the concept. It also traces the delineation of the concept of human rights from the 17th century antecedent of "natural rights" to its eventual incarnation as inherent political or personal rights, such as freedom of speech, press, assembly, and religion. The theoretical framework which undergirds governments attempts to preserve, protect, and guarantee these rights is identified. Two philosophical approaches: negative rights and positive rights are identified. Negative rights refers to limiting the power of a government to protect the rights of an individual on the basis that this would result in a government too powerful and omnipotent. Positive rights maintains that the power of the government should be enhanced so that it can protect and guarantee certain things for the populace. Proponents of each type have witnessed conflict and consensus between the two as they have been debated. Over time there have been alternative perspectives on the universality of human rights presented by Pope John Paul II, the Enlightenment era philosophers, and the founders of America. Currently, the United Nations Universal Declaration of Human Rights serves as a standard by which many people judge various countries' conditions of citizenship and government. Specific articles are identified within the United Nations Declaration that exemplify both positive and negative rights. The Digest identifies various sources of information concerning human rights education; two university-based centers, several web sites, print materials, and sources available through the United Nations. (MJP)

ED 421 466 SP 038 035

Brown, Genevieve; Irby, Beverly J.
Recent Developments in the Use of Career Advancement Portfolios for Administrators: Implications for Leadership Preparation Programs.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Career Development; Elementary Secondary Education; Employment Interviews; Leadership Qualities; *Personnel Selection; *Portfolios (Background Materials); Principals; Resumes (Personal); School Administration; Teachers
IDENTIFIERS- Texas

This study, conducted by Sam Houston State University, Huntsville, Texas examined the perceptions of 104 school administrators regarding the use of career advancement portfolios in the hiring process. The study occurred in rural, suburban, and urban school districts in the greater Houston, Texas area. Participants completed a four-question interview that examined: (1) the extent to which selected practicing administrators were familiar with the career advancement portfolio; (2) the extent to which individuals used career advancement portfolios in interviews; (3) expectations the administrators had for career advancement portfolios with regard to contents; and (4) administrators' recommendations regarding the use of career advancement portfolios during the interview process. Results indicated that 68 percent of the administrators were familiar with career advancement portfolios, though very few were familiar with their use among administrative candidates or hired administrative candidates who presented their portfolios during interviews. About half of the respondents would like to see evidence of conferences or workshops attended or presented in career advancement portfolios. Others wanted to see resumes and evaluations of past performance. Most administrators did not know how career advancement portfolios should be used during the interview process. Of those with suggestions, most recommended presenting them prior to the interview. (Contains 13 references.) (SM)

ED 421 374 SO 028 004

Wolfson, Ron

Curriculum on Women in Contemporary India: A Multidisciplinary and Historical Approach. Fulbright-Hays Summer Seminars Abroad 1966 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 126p.; Some photocopied pages will not reproduce clearly. For related items, see SO 027 999- SO 028 007.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; *Females; Foreign Countries; Global Education; High Schools; *Indians; Instructional Materials; *Interdisciplinary Approach; Literature; *Multicultural Education; Non Western Civilization; Social Studies; *Womens Studies
IDENTIFIERS- *India

This curriculum guide was developed to assist high school students in understanding the role of women in modern India. The one semester elective course uses historical texts, biographies, scholarly works, novels, short stories, poems, and film as a means of exploring the subject matter. The course looks at the traditional role of women in modern India over the millennium as well as the place of women in the major religions of India. Sections of the guide include: (1) "Historical India: Empire and Religion"; (2) "Contemporary India: The Raj to the Present"; (3) "Women in Contemporary Indian Literature"; and (4) "Women in Contemporary India." Reading materials include, "Careless Daughters" from "Dharma's Daughters: Contemporary Indian Women and Hindu Culture" (Sara S. Mitter); "Wedding First, Love Later: Arranged Marriage among the Educated Classes," from "May You Be the Mother of a Hundred Sons: A Journey Among the Women of India" (Elisabeth Bumiller); readings from "India" (Richard Waterstone); "Great Mughal Glory (1605-1707)" from "A New History of India, 4th ed. (Stanley Wolpert); and "Great Women in Buddhism" from "Great Women of India" (Swami Madhavananda, Ramesh Chandra Majumdar, eds.). (EH)

ED 421 397 SO 028 855

Thompson, Joyce D.; Wakefield, John F.
Picture This Character: Using Imagery To Teach a Japanese Syllabary.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Association (Psychology); Higher Education; *Imagery; *Japanese; Literary Devices; *Second Language Instruction; Syllables; *Symbols (Literary)
IDENTIFIERS- Hiragana Script

This study examined the effectiveness of imagery to teach native English speakers to associate hiragana characters (a Japanese script) with the spoken Japanese syllables that the characters represent. Twenty-one adults in a psychology of learning class for teachers were taught to picture a hiragana character in such a way as to establish an associative link to the sound of its corresponding syllable. The control condition was direct instruction of character-syllable associations. Results for imagery surpassed results for direct instruction both immediately and after a 2-week delay. The "picture method" is an effective teaching/learning strategy to establish associative links between hiragana characters and the sounds they represent, and might be used to teach other syllabaries. (Author)

ED 421 422 SO 029 070

Schafer, John
India at 50. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 71p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar Title: "India and Her Ethos." Some material may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Ethnic Groups; Foreign Countries; Higher Education; *Indians; Instructional Materials; Modern History; Multicultural Education; Non Western Civilization; *World History
IDENTIFIERS- *India

This unit is intended to provide students with an understanding of India in 1997 by drawing on some of the major cultural, political, intellectual, and economic themes of its recent history. This snapshot of India uses the 50th anniversary as the occasion to evaluate the path modern India has taken. The unit examines the country's reactions to internal and external pressures for change. The final project asks students to plan for India's next 50 years. Sections of the unit include: (1) "Intellectual Overview"; (2) "India, 1997"; (3) "Unity and Diversity"; (4) "Traditional Culture"; and (5) "Final Project." (EH)

ED 421 448 SO 029 358

Take a Field Trip through the 1960s. Celebrate the Century Education Series.

PUB DATE- 97
NOTE- 131p.; For other items in this series, see SO 029 312 and SO 029 381.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Heritage Education; Instructional Materials; *Material Culture; Modern History; Social Studies; *United States History
IDENTIFIERS- *Postage Stamps; *Postal Service; 1960s

This is the second in a series of six kits that the U.S. Postal Service (USPS) is publishing to help teach through stamps the history of the 20th Century and the people, places, and events that have shaped this nation during the past 100 years. Each kit is designed as a complete and independent unit. This kit, covering the decade of the 1960s, contains: (1) welcome letter from the USPS; (2) ten teacher's lesson cards; (3) one "Resource Guide"; (4) thirty "topic cards"; (5) ballot (with return envelope); (6) student magazine; and (7) poster. Kits are distributed in a kit storage box, with multiple copies of some materials. On the basis of the ballots, the USPS intends to issue a limited edition of 15 commemorative stamps celebrating the decade of the 60s. Subsequent kits will gradually cover the entire 20th century. (JH)

ED 421 425 SO 029 073

Bergeron, Ann A.
Jammin' with Shiva: Tradition and Transformation of the Dance in India. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 25p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; *Dance; Ethnic Groups; Foreign Countries; High Schools; Higher Education; *Indians; Modern History; Multicultural Education; Religion Studies; Social Studies; *World History
IDENTIFIERS- *India

This paper is a basic resource that may be used as an outline for a curricular unit which is intended to be a comprehensive introduction to the Dance of India. Interwoven with the factual, historical, and descriptive material are observations, perceptions, and connections based on the author's experience in the Fulbright seminar in India. The conclusions, obviously from a Western perspective, could be used as a starting point for discussion and debate regarding current trends in Indian dance. The paper provides both historical and contemporary information on dance of India. Contains a glossary and a list of: Indian dance resources, audio/visual resources, and teaching materials available in the U.S.A. (Author/EH)

ED 421 377 SO 028 007

Kantor, Melissa
(Almost) Around the World in (Almost) 180 Days: A Plan for Designing a World Literature Course. Fulbright-Hays Summer Seminars Abroad 1966 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 10p.; For related items, see SO 027 999-SO 028 006.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Asian Studies; Elementary Secondary Education; Foreign Countries; Global Education; *Indians; Interdisciplinary Approach; *Multicultural Education; Social Studies; World Literature
IDENTIFIERS- India; Middle East; North America; South America

This curriculum guide is designed to assist teachers in developing a world literature course exploring the modern literature of four cultures: North America, Latin America, the Middle East, and India. The course begins with the study of North America, the language, history, culture and religion and the literature resulting from those factors. By examining how literature reflects or does not reflect our culture, students will be better situated to evaluate the distance between art and life in other cultures. The course proceeds to Latin America, Egypt, West Africa, Zimbabwe, and India and their respective literature. (EH)

ED 421 400 SO 028 894

Sward, Susan, Comp.; Woolman, David C., Ed.
Bibliography of Art Education Resources. Bibliography Series 1993, Number 2.
PUB DATE- 93

NOTE- 81p.; The call numbers cited for each item are no longer valid as the library has reclassified its entire collection since this bibliography was prepared.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aesthetics; Annotated Bibliographies; Art Appreciation; *Art Criticism; *Art Education; *Art History; Curriculum Development; *Discipline Based Art Education; Elementary Secondary Education
IDENTIFIERS- Rhode Island College

This annotated bibliography is intended as a guide to some 370 curriculum and instructional resources in art education located at The Curriculum Resources Center at Rhode Island College (48 books, 123 curriculum guides, 87 non-print media, 101 art prints). The process of identifying and classifying materials in art education led to the acquisition of new materials and an affiliation with the Getty Center for Education in the Arts. The guide has been organized around the four major components of the Discipline-Based Art Education model. The four components are art history, art criticism, aesthetics and production. Other trends in art education have been noted and an attempt was made to enlarge the collection in the areas of art and technology, non-Western art and multicultural education, women in the arts, art and the exceptional child, and health hazards and safety in the art classroom. (EH)

ED 421 379 SO 028 444

Sander, Theodor
Cold War and the Politics of Comparative Education: The Case of Divided Germany.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Cultural Awareness; Educational Research; Foreign Countries; Group Unity; Higher Education; *Nationalism; Patriotism; Political Attitudes; *Politics of Education; *Socialization; World War II
IDENTIFIERS- *Cold War; East Germany; West Germany

This paper deals with the political role and the political self-definition of researchers in the field of comparative education in East and West Germany in the post World War II period. The study addresses some of the general assumptions made about comparative education bridging the gap between cultures but asserts that none of these assumptions is supported by the available evidence in divided Germany. Comparative education became a tool of the political parties to foster nationalism or chauvinism, militarism, expansionism for awhile, and had generally accepted warfare as the basic mode of existence. Comparative education in East and West Germany systematically built up a theoretical framework for producing disinformation and propaganda, each side stressing the uniqueness and superiority of its own system and each claiming the enemy to be highly successful only in manipulating and indoctrinating the youth of its country. Contains 66 references. (EH)

ED 421 402   SO 028 917

Day, Harlan R.
Trading around the World. Introducing Economics into the Middle School Curriculum.
PUB DATE- 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Economics; *Economics Education; Global Education; Instructional Materials; Intermediate Grades; *International Relations; *International Trade; Junior High Schools; *Middle Schools; Social Studies; State Curriculum Guides; *World Affairs
IDENTIFIERS- Indiana

This booklet is to help Indiana middle school teachers fill the gap in economics education in their curriculum by supplementing world geography and world history courses. The booklet is composed of five different teaching units: (1) "Economic Survival: Resources, Production, and Scarcity"; (2) "Working and Living Together: The Importance of Trade"; (3) "Gross Domestic Product: Measuring the Income of Nations"; (4) "Productivity: The Key to Increasing the Wealth of Nations"; and (5) "Economic Systems: How Nations Organize Their Economies." Each unit is composed of a basic teaching instruction section to explain economic concepts, student handouts, worksheet with questions to master, and a group activity that reinforces the concepts introduced. Individual projects comprise a final part of the unit with students applying the knowledge gained in the earlier sections. Teachers also can use the mastery test on unit concepts to evaluate students. (EH)

ED 421 427 SO 029 075

La Fleur, Mary Ann
India in the Twenty-first Century: The Challenge of Population Growth. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 7p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; Graduate Study; Higher Education; *Indians; Instructional Materials; Modern History; Multicultural Education; Non Western Civilization; *Population Growth; *World History
IDENTIFIERS- *India

This paper contains a course outline for a five-hour graduate class focusing on the issue of population in India. Students examine contributing factors to population growth, along with studying characteristics of, and efforts to, control population growth. The significance of ethnic diversity in India also is addressed. Group discussion and group work are used throughout the course. A materials list accompanies the outline with

suggestions for culminating activities and evaluation procedures. (EH)

ED 421 428 SO 029 076

Okoli, Emeka J.

Taking Care of Business: A Manual for Doing Business across National and Cultural Boundaries. Fulbright-Hays Summer Seminars Abroad, 1997 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 14p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Asian Studies; *Business; *Cross Cultural Studies; *Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization
IDENTIFIERS- *India

This paper contains information written from the perspective of a U.S. executive traveling overseas for the first time. The ideas presented are to help ease the fear of the experience. Sections include: (1) from outside looking in; (2) encounter stage and transition shock; and (3) taking care of business in a foreign environment. The seminar participant notes his interest is both personal and professional. He is an African from Nigeria where, like India, many ethnic groups exist and many languages and dialects are spoken. Also, he desires to explore the similarities and differences between Indian, American, and Nigerian cultures in the areas of diversity management. Recommendations for future travelers in foreign countries are made. Contains a list of 20 references. (EH)

ED 421 452 SO 029 458

Vanneman, Alan; Goodwin, Mac Arthur
NAEP and the Visual Arts: Framework, Field Test, and Assessment.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Competence; *Educational Assessment; *Educational Background; Elementary Secondary Education; Fundamental Concepts; Grade 12; Grade 4; Grade 8; *Knowledge Level; *National Surveys; Performance; Problem Solving; Student Evaluation; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) has developed a new generation of assessment tasks for assessing student achievement in the visual arts. Using paper-and-pencil and performance formats, these tasks draw on the concepts, skills, and processes used to create and understand visual images from a variety of world cultures and historical periods. This report summarizes results from the 1997 assessment of eighth grade student achievement in the arts. Students were assessed in music and the visual arts using a nationally representative sample of all students, regardless of their background in music or the visual arts. The visual arts sample data included about 2500 public and private school students. The assessment covered content and process. The content included knowledge and understanding of the visual arts and perceptual, technical, expressive, and intellectual/reflective skills. The processes included creating and responding. In 1995 NAEP field tested the assessment tasks for grades four and eight. Twelfth-grade tasks were field tested in 1997. The NAEP assessment used two types of tasks in the visual arts field tests: paper-and-pencil tasks and performance tasks. Paper-and-pencil tasks required students to respond to multiple choice questions, short constructed-response questions, and extended-response questions. The performance tasks required students to work in a variety of media: paints, drawing pencils, drawing charcoal, Plasticine, and various construction materials. The scoring guides for the pencil-and-paper tasks used criteria similar to the following, giving credit for "extensive" answers that went beyond what was required: unacceptable, partial, essential, and extensive. Seven criteria for evaluating the performance tasks were established. (JEH)

ED 421 380 SO 028 446

Seleoane, Mandla
Let Us Talk about Our Rights.
PUB DATE- 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- African Studies; Apartheid; Black Studies; *Citizenship; Civil Liberties; *Civil Rights; Civil Rights Legislation; Constitutional Law; Elementary Secondary Education; Foreign Countries; Justice; Law Related Education; Social Studies
IDENTIFIERS- *South Africa

This monograph attempts to familiarize people with their constitutional rights through the use of a playlet presented as a conversation among three people. The conversation points out that many rights stand in conflict with one another and how a balancing act must be achieved to carry out the enjoyment of one's rights. The monograph proceeds on the basis that an appreciation of the obligations that accompany the rights is the key to the balancing act in exercising rights. The paper concludes that in order to enjoy rights fully, it is necessary to promote a culture where citizens respect the rights of others almost naturally. (EH)

ED 421 470 SP 038 039

Burns, Candace W.
Peer Evaluation of Teaching: Claims vs. Research.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; Elementary Secondary Education; Evaluation Methods; Higher Education; *Peer Evaluation; *Student Evaluation of Teacher Performance; Teacher Competencies; *Teacher Evaluation; Teachers; Teaching Skills

This article examines evidence supporting the validity of peer evaluations of teaching, focusing on relationships between peer evaluations and student evaluations of teaching. The article discusses conditions in which peer and student ratings are comparable, beginning with studies that K. A. Feldman included in his 1989 meta-analysis and concluding with studies post-dating Feldman's analysis, which include expanded evaluations of teaching. In particular, the article notes that as the specificity of information that peers receive about faculty members' teaching increases, agreement with student ratings decline. Conversely, peer ratings based on general, impressionistic information tend to agree with student ratings. Though there is some evidence of the potential for peers to aid in teacher evaluation, the evidence for peers' effectiveness in broadened evaluative roles is scant and inconsistent. Given mixed and sometimes weak evidence for the validity of peer ratings, the article calls for caution regarding roles that peers should assume in evaluating teaching. (Contains 25 references.) (SM)

ED 421 381 SO 028 450

Salisbury, James F.
Westward Expansion: The Oregon Trail.
PUB DATE- 94

NOTE- 21p.; This lesson plan is based upon use of the interactive software program, "The Oregon Trail."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Computer Simulation; Computer Software; Grade 4; Grade 5; Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; *Social Studies; State History; Thematic Approach; *United States History
IDENTIFIERS- *Oregon Trail; *Westward Movement (United States)

This 8-week interdisciplinary unit for fourth- and fifth-grade students helps children address the U.S. westward expansion in the 1840's using the interactive software program, The Oregon Trail. The unit provides connections to literature, geography, computer/mathematics skills, language arts, and research skills. The work is done in cooperative groups over the course of the unit with a variety of assessment strategies suggested. Worksheets, handouts, and student materials are included. Upon completion of the unit students will be able to: (1) locate and identify the states along the Oregon Trail; (2) identify reasons for westward expansion; (3) gain a basic understanding of some of the native North American culture; (4) participate in collaborative group activities; and (5) demonstrate knowledge of life in the 1840s--food, clothing, families, etc. Selected bibliography contains 32 items. (EH)

ED 421 403   SO 028 918

Newbery, Elizabeth
Yarmouth Castle: A Handbook for Teachers.
PUB DATE- 87
NOTE- 32p.; Design and illustrations by Susan J. England.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Resources; *Cultural Centers; Exhibits; Foreign Countries; Heritage Education; Local History; *Material Culture; *Museums; Resource Centers; Secondary Education; Social Studies
IDENTIFIERS- England (Isle of Wight); *Yarmouth Castle

This packet is intended as an aid to teachers in the United Kingdom bringing groups of children to visit Yarmouth Castle (Isle of Wight). The materials are aimed at the upper junior and lower secondary school student although adaptations of information and ideas would make it more widely applicable. The packet consists of a teacher's handbook and three activities. The handbook provides information about the castle, the history of it and how it is operated. Suggestions for educational approaches for a visit are included. Two of the activities rely on observation and can only be done on site; the third activity can be done in the classroom. (EH)

ED 421 429 SO 029 077

Hitzenbuhler, Maeve
Indian Environmental Policy. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 12p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Seminar title: "Continuity and Change: India on the Threshold of the 21st Century."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; *Cross Cultural Studies; Cultural Awareness; Culture; Ethnic Groups; Foreign Countries; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization; *Social Problems; *World Problems
IDENTIFIERS- *India; Nongovernmental Organizations

This paper contains suggestions for a course about student-centered case studies in an effort to enhance student research and internships in international nongovernmental organizations (NGOs). The curriculum is in addition to a currently existing International Environmental Policy course. The areas of the curriculum include: (1) "India's Environmental History"; (2) "Development"; (3) "Environmental Policy"; and (4) "Case Studies." The case studies approach requires students to research current environmental issues and develop policy intervention. A sampling of case studies are suggested. Contains 24 primary and secondary sources. (EH)

ED 421 453 SO 029 459

White, Sheida; Vanneman, Alan
The NAEP 1997 Arts Education Assessment: An Overview.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Competence; Dance; Drama; *Educational Assessment; *Educational Background; Elementary Secondary Education; Fundamental Concepts; Grade 12; Grade 4; Grade 8; *Knowledge Level; *Music; Music Education; *National Surveys; Performance; Problem Solving; Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) 1997 Arts Education Assessment represents the first comprehensive approach on a national level to the development of methods for assessing student performance in dance, music, theatre, and the visual arts. The Assessment reflects the conviction that the arts are essential for every child's complete development and education. The goal of the NAEP 1997 Arts Education Assessment Framework was to obtain a comprehensive picture of what U.S. arts education is and what it ought to be. A special matrix was designed to analyze all four arts in terms of content and process. The content included knowledge and skills, including perceptual, technical, expressive, and intellectual/reflective skills. The processes included creating, performing, and responding. The NAEP assessment developed two special types of tasks for the tests: paper-and-pencil tasks and performance tasks. Paper-and-pencil tasks required students to respond to multiple choice questions, short constructed responses, and extended constructed responses. Special scoring guides were designed to discriminate among, and give credit for, the full range of possible student answers. The performance tasks were especially complex. The NAEP Arts Education Assessment created tasks that were suitable for a variety of students with a variety of educational backgrounds. (JEH)

ED 421 472 SP 038 044

Bergman, Donna; Calzada, Lucio; LaPointe, Nancy; Lee, Audra; Sullivan, Lynn
Vertical Alignment and Collaboration.
PUB DATE- 98
NOTE- 34p.; Prepared under Texas A&M University Corpus Christi/Kingsville Joint Doctoral Program in Educational Leadership.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; High Schools; *Relevance (Education); School Districts; Scores; Standardized Tests; Student Evaluation; *Teacher Collaboration
IDENTIFIERS- *Curriculum Alignment; Texas

This study investigated whether vertical (grade level sequence) alignment of the curriculum in conjunction with teacher collaboration would enhance student performance on the Texas Assessment of Academic Skills (TAAS) test in south Texas school districts of various sizes. Surveys were mailed to the office of the superintendent of 47 school districts with varying student populations. Respondents rated statements about the degree of vertical alignment and collaboration in their district. The study used the Exit-Level TAAS as the standardized test to determine the level of student achievement. A total of 27 out of the 47 school districts returned the survey, and 23 were usable. Researchers determined growth on the TAAS by calculating the difference between the 1997 grade 10 percent passing all tests and the 1994 grade 10 percent passing all tests. Test scores came from the Academic Excellence Indicator system report. Data analysis indicated that there was no significant correlation between the degree of vertical alignment/collaboration and growth on the TAAS test from 1994-1997 as there was growth in student achievement on the grade 10 TAAs for all districts from 1994-1997 regardless of degree of vertical alignment/collaboration. There was also no significant correlation between the degree of vertical alignment/collaboration and percent of students passing all tests on the grade 10 TAAS. (Contains 23 references.) (SM)

ED 421 473 SP 038 045

Windschitl, Mark
The Pedagogical, Cultural, and Political Challenges of Creating a Constructivist Classroom.
PUB DATE- 97

NOTE- 25p.; Paper presented at the International Congress on Personal Construct Psychology (12th, Seattle, WA, July 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cognitive Development; Cognitive Processes; Cognitive Structures; *Constructivism (Learning); Developmental Psychology; Elementary Secondary Education; Politics of Education; Teacher Competencies; Teacher Responsibility; Teacher Student Relationship; Teachers; Teaching Methods

This article suggests that it is important to examine how constructivism-in-practice can flourish or flounder according to a variety of influences, noting the importance of outlining the challenges teachers face in understanding and implementing constructivism in classrooms. The article characterizes four major challenges faced by teachers in understanding, developing, and implementing instruction informed by constructivist principles. These challenges are as follows: (1) dealing with the complexity of constructivism as a philosophy, (2) preparing for the subject matter understanding and special pedagogical expertise that constructivist instruction demands, (3) re-envisioning the culture of the classroom, and (4) facing political challenges that arise when implementing constructivist instruction in school settings. The article suggests that articulating the challenges is a significant step in helping educators create and sustain a classroom culture that values diversity in learning and offers a new vision of the roles of teachers and learners. (Contains 37 references.) (SM)

ED 421 432 SO 029 080

Orf, Thomas M.

Contemporary Slums of India from a Geographic Perspective: A Three-Day College Unit. Fulbright-Hays Summer Seminars Abroad, 1997 (India).

SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 14p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086. Slides are not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Asian Studies; Cultural Awareness; *Culture; Foreign Countries; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization; *Poverty; *Slums; Social Problems; *World History; *World Problems
IDENTIFIERS- *India

This paper contains a course outline for a teaching and learning unit to examine India's slums from a geographic perspective. Students in a college freshman and sophomore Human Geography class will discuss the problems and prospects of these slums. The unit is divided into three parts: (1) background information examining the slums from a contemporary geographic perspective while simultaneously discussing its relevance in a Human Geography class; (2) student activities involving critical thinking where students examine these characteristics of the slums through the use of role-playing; and (3) a slide presentation showing many of these slum conditions as they presently exist. Each part of the unit may be covered in one 60-minute class session. (EH)

ED 421 384 SO 028 454

Sauve, Lucie; Boutard, Armel; Begin, Rachel; Orellana, Isabel
Theories and Practices of Environmental Education in Quebec High Schools: Main Features of a Critical Diagnosis.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); *Ecology; *Environmental Education; Foreign Countries; Global Education; *Inservice Education; *Professional Development; Professional Training; Science and Society; Teacher Improvement
IDENTIFIERS- Canada; *Quebec

This paper reports on research about professional development programs in environmental education for high school teachers in Quebec (Canada). A diagnostic research study was conducted to attempt to answer two questions: (1) what is the current status of environmental education in this sector of formal education?; and (2) how is environmental education conceptualized and practiced by teachers? The investigation reveals that since 1990, environmental education in Quebec high schools has evolved quantitatively as well as qualitatively. However, in spite of optimistic observations, problems appear to hinder environmental education development or compromise its quality. From a critical perspective, the paper highlights difficulties observed in the study, specifically problems of conceptual, axiological, and pedagogical types. Solutions identified or explored by different environmental education agents also are outlined. (EH)

ED 421 385 SO 028 455

Rode, Horst
The Impact of Special Programs on the Implementation of New Curricula: The Case of Environmental Education in Germany.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conservation (Environment); *Ecology; Elementary Secondary Education; *Environmental Education; Foreign Countries; Global Education; Professional Training; Science and Society; Teacher Improvement
IDENTIFIERS- *Germany

This paper deals with the impact of limited special programs on the implementation of new curricula in Germany. The specific case of environmental education is addressed and shows the impact of special programs on selected areas of the implementation process. The study examines aspects of quantity and quality of environmental education conducted by teachers and schools that participated in special programs compared to those teachers and schools that did not. Quantitative and qualitative aspects are discussed. Special attention is paid to the development of environmental education in everyday school life since educational practice does not automatically follow inclusion of topics in syllabi and curricula. The paper assesses that the depiction of German environmental education in governmental publications and regulations seems to be much brighter than when it is viewed on the basis of empirical findings concerning school reality. (EH)

ED 421 407 SO 028 964

Vontz, Thomas S.
Strict Scrutiny: An Analysis of National Standards on Civic Education through the Perspectives of Contemporary Theorists.
PUB DATE- 97

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Citizenship; *Citizenship Education; *Civics; Elementary Secondary Education; Law Related Education; Models; *National Standards; Political Science; Social Studies
IDENTIFIERS- National Assessment of Educational Progress; *National Civics and Government Standards

Focusing on the most recent standards movement and the National Assessment of Educational Progress (NAEP) framework for civics and government, this paper attempts to use the standards and framework to construct a synthesis model of civic education, to analyze the model through the perspectives of five civic education theorists, and to subject the model to a means-end test. The paper is divided into the following sections: (1) "Introduction"; (2) "National Standards for Civics and Government and the Civics Framework for the 1998 National Assessment of Educational Progress"; (3) "The Model as Analyzed through the Perspective of R. Freeman Butts"; (4) "The Model as Analyzed through the Perspective of Amy Gutmann"; (5) "The Model as Analyzed through the Perspective of Toni Marie Massaro"; (6) "The Model as Analyzed through the Perspective of David Steiner"; (7) "The Model as Analyzed through the Perspective of Thomas Pangle"; (8) "The Model as Analyzed through an Ends-Means Test"; and (9) "Conclusion." (EH)

ED 421 408 SO 028 966

Children's Storybooks on the Arab World: An Annotated Bibliography.

PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Arabs; *Childrens Literature; Elementary Education; *Ethnic Groups; Foreign Countries; Global Education; *Middle Eastern Studies; Multicultural Education; Non Western Civilization; *Social Studies
IDENTIFIERS- *Arab States

This resource guide is intended for use by parents, children, and educators to provide information on children's storybooks about the Arab world. The list is arranged alphabetically by author or title with grade level suggestions provided where appropriate. Availability information also is listed. Other educational resources are also listed. The appendix includes contact information for organizations that have additional teaching resources about the Arab world. (EH)

ED 421 433 SO 029 081

Ashley, George
Dalit Movements in India and Dr. B. R. Ambedkar: An Introduction and an Annotated Bibliography. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
SPONS. AGENCY- United States Educational Foundation in India.
PUB DATE- 97
NOTE- 18p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Asian Studies; Cultural Awareness; *Culture; Foreign Countries; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization; *Religion Studies; *World History; World Problems
IDENTIFIERS- *India

This paper provides materials for a college level course concerning the peoples of contemporary India. The focus of the paper is on the dalits of India, those people formerly called untouchables, and efforts to improve their status. The outspoken advocate for the untouchable caste was Bhimrao Ramji Ambedkar (1891-1956). Born an untouchable, Ambedkar won scholarships to Columbia University in the United States and Oxford University in England and completed doctoral degrees in history and law. Ambedkar returned to India and founded a socialist style political party and eventually antagonized Gandhi and Nehru. This paper focuses on the legacy of Ambedkar and examines the changes in India's caste system over the years. The accompanying bibliography is arranged alphabetically with a brief annotation after each entry. (EH)

ED 421 434 SO 029 082

Rasmussen, Marie
In Search of Lakshmi's Footprints: A Brief Study of the Use of Surface Design in India. Fulbright-Hays Summer Seminars Abroad, 1997 (India).
PUB DATE- 97
NOTE- 10p.; For other curriculum project reports by 1997 seminar participants, see SO 029 067-086.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; Asian Studies; Cultural Awareness; *Culture; Foreign Countries; Higher Education; *Indians; Modern History; Multicultural Education; Non Western Civilization; *Visual Arts; *World History
IDENTIFIERS- *India

This paper provides a description of the use of surface design in India and how those patterns have migrated throughout India. This study is confined in interest to the use of design and pattern to convey religious symbolism and other auspicious meanings. The migration of pattern to various parts of India will change the name or the technique, but it does not change the pattern significantly. Examples are presented of a few of the designs, their names, the place of origin and the motifs. A discussion of the symbolism of the motifs concludes the paper. (EH)

ED 421 455 SP 038 023

Skoog, Gerald; Johnson, Margaret
Connecting To Improve Methods Courses. Restructuring Texas Teacher Education Series 3.

PUB DATE- 98
NOTE- 34p.; For other documents in this series, see ED 420 662-663 and SP 028 023-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Diversity (Student); Elementary Secondary Education; Faculty Development; *Field Experience Programs; Higher Education; Inservice Teacher Education; Methods Courses; Partnerships in Education; *Preservice Teacher Education; *Professional Development Schools; State Standards; Student Teacher Evaluation; Teacher Competencies; Teacher Improvement
IDENTIFIERS- Field Based Programs; *Texas

This report describes teacher education programs, courses, and school-based experiences being collaboratively planned and implemented in Texas. The programs represent efforts to eliminate dissonance between what preservice teachers are prepared to do and what they are expected to do as student and inservice teachers. The report describes connections being made in professional development schools (PDSs), illustrating how to expand and overlap the individual circles of influence of preK-12 schools and higher education institutions to improve professional development for preservice and inservice teachers. Section 1 examines various types of collaborative models. Section 2 describes making connections through field-based methods courses, focusing on a model PDS, job-embedded learning, a field-based methods course, collaboration, and connections between courses and cohorts of preservice teachers. Section 3 describes connecting content and methods, connecting methods courses, and connecting with integrative curriculum. Section 4 explains connecting in the broader context (connecting with professional standards, connecting assessment with proficiencies, connecting with state guidelines and national standards, connecting with state and national reform initiatives, connecting with diverse students, connecting with the community and state standards, and establishing connections among Centers for Professional Development of Teachers). Section 5 discusses confronting challenges and complexities involved in making connections (scheduling blocks of courses and reorganizing barriers to university and preK-12 connections). Section 6 discusses the speed with which progress occurs. (Contains 18 references.) (SM)

ED 421 456 SP 038 024

Clay, Diane; Cohen, Myrna; Ligons, Claudette; Roff, Linda
Assessment in Restructured Teacher Preparation. Restructuring

Texas Teacher Education Series 4.
PUB DATE- 98
NOTE- 34p.; Cover title: "Assessment." For other documents in this series, see ED 420 662-663 and SP 038 023-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Elementary Secondary Education; Evaluation Methods; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Program Effectiveness; *Program Evaluation; *Student Teacher Evaluation; Teacher Competencies
IDENTIFIERS- Texas

This report addresses various issues related to assessment, explaining that assessment is an integral process in all of Texas's Centers for Professional Development of Teachers (CPDTs). Section 1 explains that CPDTs conduct assessment to improve programs continuously, improve the authenticity of the tasks associated with mastery of teaching, assess attainment of program goals, check the congruence of program components, and generate and disseminate data on program effectiveness. Section 2 discusses whom and what CPDTs assess, looking at means for assessing people (preservice teachers, university faculty, and site-based teacher educators) and means for assessing programs (process assessment and product assessment). Section 3 examines how CPDTs use the assessment data to improve the program, foster communication and collaboration within and across CPDT's, satisfy accountability criteria in public schools and teacher education institutions, and gain financial and philosophical support for the CPDT concept. The report concludes that effective assessment is authentic, continuous and inseparable from instruction, multidimensional, collaborative, and evolving. (Contains 7 references.) (SM)

ED 421 475 SP 038 047

Lacey, Candace H.

Heading Toward a New Era: Baseline Data on the Preferred Values of Lay Women and Men Who Teach in Roman Catholic Secondary Schools.

PUB DATE- 98
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aesthetic Values; *Catholic Schools; *High Schools; *Lay Teachers; Political Attitudes; *Secondary School Teachers; *Sex Differences; Social Values; Teacher Attitudes; *Values
IDENTIFIERS- Religiosity

This study investigated the value preferences of lay women and men who taught in Roman Catholic secondary schools in the Archdiocese of Miami. Questionnaires were sent to a stratified random sample of 353 full-time secondary school teachers, and a total of 168 lay respondents returned usable forms. Respondents were asked to complete a brief demographic profile and the Study of Values survey. The survey consisted of two parts. Part 1 was comprised of 30 questions, each of which asked the respondent to select one of two or more alternative answers and note the strength of preference for each answer. Part 2 was composed of 15 questions which required the respondent to rank each question with 4 alternative answers ranging from most preferred to the least preferred. The survey focused on six values: aesthetic, economic, political, religious, social, and theoretical. Mean scores and analyses of variance tests concluded that the religious value was the dominant preference for the respondents, followed in descending order by social, aesthetic, theoretical, political, and economic values. Men appeared to exhibit a preference for theoretical, economic, and political values while women appeared to exhibit a preference for aesthetic, religious, and social values. (Contains 19 references.) (SM)

ED 421 478 SP 038 051

Dolly, John P.

The Induction and Socialization of New Faculty: The Role of the Professional Development School.

PUB DATE- 98

NOTE- 9p.; Paper presented at the Japan-United States Teacher Education Consortium (JUSTEC) Conference (Kyoto, Japan, June 24-28, 1998).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College Faculty; Collegiality; Graduate Study; Higher Education; Mentors; Peer Relationship; Preservice Teacher Education; *Professional Development Schools; *Teacher Collaboration; Teacher Educators

IDENTIFIERS- *Teacher Socialization

This paper reviews the literature dealing with the professional development school as the ideal setting for educator preparation programs. Researchers claim that professional development schools can be sites where graduate students preparing for academic careers can be socialized to the roles and responsibilities of teacher educators, and they can be sites for newly hired faculty to further develop their skills working with collaborative groups on real school-based issues. Induction programs alone will not produce the desired results unless new Ph.D.'s are socialized appropriately within the graduate program. New faculty in colleges of education must be able to work in collaborative teams both inside and outside the institution. Collaboration must become part of the reward structure and be reinforced by department chairs. Lack of collegiality is a common faculty concern, yet collegiality is essential to any successful development program for new professors. Peer relationships are as important in socialization as successful relationships with faculty mentors. Barriers to success include organizational, professional/interpersonal, professional (individual), and personal challenges. Programs for new faculty that promote mentoring and provide smooth transitions to the new institution are vital to faculty retention, productivity, and success.

Traditional mentoring is insufficient. Induction must involve the institution taking the new faculty member and infusing a clear set of expectations and values consistent with the college of education as an institution dedicated to improving classroom instruction and the operation of schools and schooling. (Contains 18 references.) (SM)

ED 421 496 TM 028 455

DeMars, Christine
Item Estimates under Low-Stakes Conditions: How Should Omits Be Treated?
PUB DATE- 98
NOTE- 9p.; Paper presented at a poster session at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructed Response; *Difficulty Level; *Estimation (Mathematics); *Goodness of Fit; High School Students; High Schools; Mathematics Tests; Multiple Choice Tests; Pilot Projects; Science Tests; Sex Differences; *Test Items
IDENTIFIERS- *Missing Data; *Omitted Responses

Using data from a pilot test of science and math from students in 30 high schools, item difficulties were estimated with a one-parameter model (partial-credit model for the multi-point items). Some items were multiple-choice items, and others were constructed-response items (open-ended). Four sets of estimates were obtained: estimates for males and females, and treating omitted items as incorrect and treating omitted items as not-presented (not-reached). Then, using data from an operational test (high-stakes, for diploma endorsement), the fit of these item estimates was assessed. In science, the fit was quite good under all conditions. In math, the fit was better for girls than boys, the fit was better when omitted items were treated as not-presented, and the gender difference in fit was smaller when the omitted items were treated as not-presented. (Author/SLD)

ED 421 515 TM 028 840

Fink, Arlene
How To Ask Survey Questions. The Survey Kit, Volume 2.
PUB DATE- 95
NOTE- 105p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Measures; *Data Collection; *Educational Research; Evaluation Methods; Evaluation Utilization; Measurement Techniques; *Questioning Techniques; Questionnaires; Reliability; Research Design; *Research Methodology; *Surveys; Test Construction; Validity
IDENTIFIERS- Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, second in the series, is designed to guide the reader to prepare and use reliable and valid survey questions. The first objective is to help the user understand a survey's cultural, psychological, economic, and political contexts. The survey developer is encouraged to ask valid questions that make sense to the respondent, and are concrete, with well-constructed sentences and careful word choice. The user is led to ask questions correctly through the use of meaningful response categories, appropriately grouped. Also discussed is applying special questioning techniques as needed. The following chapters are included: (1) "Asking Questions: A Matter of Context"; (2) "Keep Questions Closed or Open Them Up?"; (3) "Responses: Choices and Measurement"; and (4) "Knowledge, Attitudes, and Behavior: Additional Tips When Creating Survey Questions." A list of 15 annotated additional readings is attached. (Contains 32 examples and 4 tables.) (SLD)

ED 421 535 TM 028 861

Parshall, Cynthia G.; Kromrey, Jeffrey D.; Chason, Walter M.; Yi, Qing

Evaluation of Parameter Estimation under Modified IRT Models and Small Samples.

PUB DATE- 97
NOTE- 64p.; Paper presented at the Annual Meeting of the Psychometric Society (Gatlinburg, TN, June 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Error of Measurement; *Estimation (Mathematics); *Item Response Theory; Models; *Sample Size; Simulation; Tables (Data); *Test Items
IDENTIFIERS- *Accuracy; Item Parameters

Accuracy of item parameter estimates is a critical concern for any application of item response theory (IRT). However, the necessary sample sizes are often difficult to obtain in practice, particularly for the more complex models. A promising avenue of research concerns modified item response models. This study both replicates and improves on an earlier investigation into modified models (C. Parshall, J. Kromrey, and W. Chason, 1996), which found tentatively positive results. To obtain realistic data, empirical item parameters were generated by fitting a six-dimensional model to archival data, using NOHARM (Fraser and McDonald, 1988). These parameters were then used along with thetas generated from independent normal ability distributions to generate simulated item response data. One hundred datasets were generated for each of four sample sizes. Finally, BILOG (Mislevy and Bock, 1990) was used to obtain estimated item ability parameters for each of the six investigated models. Results were evaluated in terms of accuracy and stability across samples. Accuracy was assessed as the degree to which both the obtained item responses and the known response probabilities were reproduced from the generating parameters. Stability was assessed as empirical estimates of standard errors. Crossvalidation of fit and accuracy was accomplished by applying the sample item parameter estimates to additional samples generated from the same population. (Contains 5 tables, 17 figures, and 27 references.) (Author)

ED 421 536 TM 028 862

Kromrey, Jeffrey D.; Parshall, Cynthia G.; Yi, Qing
The Effects of Content Representativeness and Differential Weighting on Test Equating: A Monte Carlo Study.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; High Schools; *Item Response Theory; Monte Carlo Methods; *Test Content; Test Items
IDENTIFIERS- ACT Assessment; Anchor Tests; *Weighting

(Statistical)

The effects of anchor test characteristics in the accuracy and precision of test equating in the "common items, nonequivalent groups design" were studied. The study also considered the effects of nonparallel based and new forms on the equating solution, and it investigated the effects of differential weighting on the success of equating under these conditions of nonrepresentative anchor tests and nonparallel test forms. Data were generated for this simulation study using a multidimensional item response theory approach to data from the American College Testing Program assessment in mathematics. The three weighting models included the traditional unweighted approach and two differential weighting methods, one with item weights obtained using the proportion of items in the anchor test relative to the proportion in the total test and one based on the proportion of item response theory information provided in each content area in the anchor test relative to the proportion in the total test. For the conditions examined in this study, the traditional unit weighting method outperformed both alternative methods. Despite the limited performance of the alternative methods in this study, they merit further study. (Contains 8 tables, 4 figures, and 17 references.) (SLD)

ED 421 517 TM 028 842

Frey, James H.; Oishi, Sabine Mertens
How To Conduct Interviews by Telephone and In Person. The Survey Kit, Volume 4.
PUB DATE- 95
NOTE- 170p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Costs; *Data Collection; *Educational Research; Eligibility; Evaluation Methods; Evaluation Utilization; *Interviews; *Mail Surveys; Questionnaires; Reliability; Research Design; *Research Methodology; *Test Construction; Validity
IDENTIFIERS- *Interviewers; Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, fourth in the series, explains how to write interview questions with structured interviewer instructions and how to write questions that are most effective for telephone and in-person interviews. Designing preletters and scripts for recall is discussed, with suggestions for organizing a flowing interview that considers possible effects of question order. Also described is how to design an eligibility screen and how to write a job description for an interviewer. The volume also shows how to develop an interviewer training manual and a training session. The following chapters are included: (1) "Overview of Telephone and In-Person Interviews"; (2) "Questionnaire Construction"; and (3) "Interviewer Selection and Training." An annotated list of 15 sources for additional reading is provided. (Contains 39 examples.) (SLD)

ED 421 483 TM 027 826

Gribbons, Barry; Herman, Joan
True and Quasi-Experimental Designs. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Comparative Analysis; *Control Groups; Evaluation Methods; Evaluation Utilization; *Experiments; Measurement Techniques; *Pretests Posttests; *Quasiexperimental Design; Sampling; Selection
IDENTIFIERS- ERIC Digests; Nonequivalent Control Groups; Randomization; *Randomized Experiments

Among the different types of experimental design are two general categories: true experimental designs and quasi- experimental designs. True experimental designs include more than one purposively created group, common measured outcomes, and random assignment. Quasi-experimental designs are commonly used when random assignment is not practical or possible. Frequently used quasi-experimental designs include: (1) the nonequivalent-group, posttest only design in which an outcome measure is administered to two groups or a program/treatment group and a comparison; (2) the nonequivalent-group, pretest-posttest design, in which differences between the two groups are initially assessed in a pretest; and (3) time-series designs in which several assessments or measurements are obtained from the treatment and control groups. True experimental designs yield the strongest comparisons, which include posttest only, control group designs and others designs, such as counterbalanced and matched subjects designs. The primary factor in the selection of an evaluation design is the purpose of the evaluation. It is essential to consider the usefulness of any evaluation information. The report recommends that evaluators use multiple evaluation methods as appropriate and be careful in collecting the right kinds of information when using experimental frameworks. The report also recommends considering alternative explanations for any observed differences in outcome measures. Program staff and participants can be helpful in identifying these alternative explanations and evaluating the plausibility of each. (Contains five references.) (SLD)

ED 421 501 TM 028 460

Frydenberg, Erica; Lewis, Ramon
The Adolescent Coping Scale: Construct Validity and What the
Instrument Tells Us.
PUB DATE- 98
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Behavior Problems; *Construct Validity; *Coping; Foreign Countries; *Self Concept; Test Use

IDENTIFIERS- Australia

The Adolescent Coping Scale (E. Frydenberg and R. Lewis, 1993) (ACS), developed in the Australian context, has been used widely since 1993 as an instrument to measure coping. Studies to date have published data highlighting the relationship between variables such as age, ethnicity, gender, attitudes and achievement, and coping. In doing so, they have established how particular populations of young people cope. This paper examines the construct validity of the ACS and reports investigations establishing the relationship between positive self-perceptions, achievement, dysfunctional behavior, and coping. These studies are reviewed as providing support for the validity of the instrument and demonstrating the necessity of using both fine-grained and more global measures in the assessment of coping. In addition, the studies collectively extend our understanding of the construct of coping. (Contains 2 figures and 44 references.) (Author/SLD)

ED 421 521 TM 028 846

Fink, Arlene

How To Analyze Survey Data. The Survey Kit, Volume 8.

PUB DATE- 95

NOTE- 101p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Costs; *Data Analysis; Data Collection; Educational Research; Evaluation Methods; Evaluation Utilization; Questionnaires; Reliability; Research Design; *Research Methodology; *Statistics; *Surveys; *Test Construction; Validity

IDENTIFIERS- Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, eighth in the series, shows what statistics can do for surveys, describes measurement scales in detail, and demonstrates how to choose a method to analyze survey results. While it teaches the basic vocabulary of statistics and the principles and logic behind the selection and interpretation of commonly used methods to analyze survey data, it does not teach the reader to be a survey statistician. This book, however, will enable the researcher to tell the statistical consultant what is needed and to interpret the results. The following chapters are included: (1) "What Statistics Do for Surveys"; (2) "Relationships or Correlation"; and (3) "Selecting Commonly Used Statistical Methods for Surveys." An annotated list of six suggested readings and a glossary are provided. (Contains 16 examples, 9 figures, and 2 tables.) (SLD)

ED 421 540 TM 028 866

Danielson, Charlotte
A Collection of Performance Tasks and Rubrics. Upper Elementary School Mathematics.
PUB DATE- 97
NOTE- 209p.; For collections for middle school and high school, see TM 028 867-868.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Curriculum Development; Elementary Education; *Elementary School Mathematics; Evaluation Methods; *Intermediate Grades; *Mathematics Tests; *Performance Based Assessment; Scoring; Student Evaluation; *Test Construction; Test Use
IDENTIFIERS- *Scoring Rubrics

This book is a guide to the development and use of performance tasks and rubrics in the upper elementary school mathematics classroom. It contains a rationale for, and a discussion of strengths and limitations of, performance tasks to assess student achievement and progress in mathematics. A field-tested process is offered for developing performance tasks and rubrics. Chapter 1, "Introduction," provides an introduction to performance assessment and how it differs from traditional testing. Chapter 2, "Why Performance Assessment," presents the rationale for performance assessment and compares its strengths and weaknesses to those of traditional testing. In Chapter 3, "Making an Evaluation Plan," there are suggestions for making an evaluation plan and linking that plan to the overall approach to curriculum development. Chapter 4, "Evaluating Complex Performance," contains an overview of evaluating complex performance and includes a description of evaluating nonschool, yet complex, performance that can be used in a workshop setting to introduce educators to performance assessment. Chapters 5 and 6, "Creating a Performance Task" and "Creating a Rubric," offer the step-by-step procedure for creating a performance task and a rubric for classroom use, and Chapter 7, "Adapting Existing Performance Tasks and Rubrics," suggests techniques for adapting an existing performance task to the specific classroom. Chapter 8, "Upper Elementary School Mathematics Performance Tasks," offers performance tasks for the major topics in upper elementary school mathematics. An appendix contains handouts to be distributed to students for each of the 24 tasks. (Contains nine figures.) (SLD)

ED 421 484 TM 027 828

Rivera, Charlene; Vincent, Carolyn; Hafner, Anne; LaCelle-Peterson, Mark
Statewide Assessment Programs: Policies and Practices for the Inclusion of Limited English Proficient Students. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accountability; Educational Assessment; Educational Policy; Elementary Secondary Education; *Limited English Speaking; *Policy Formation; Special Education; Special Needs Students; *State Programs; Test Use; *Testing Programs
IDENTIFIERS- ERIC Digests

The standards-based educational reform initiatives of the 1990's call for assessment innovations to support high standards. To document state assessment policies and to develop policy recommendations for assessment innovations, the George Washington University Center for Excellence and Equity in Education surveyed state assessment directors in 1994. Survey data from the 50 states and the District of Columbia were aggregated and analyzed to examine questions about the nature and extent of state assessment programs, the degree to which limited-English-proficiency (LEP) students were included, modifications designed for LEP students, and assessments used for accountability purposes. Forty-eight states, including the District of Columbia, reported using 117 assessment programs, an average of about 2.3 assessment programs per state. Only Minnesota, Nebraska, and Wyoming did not conduct any statewide assessment in 1994. Forty-five states included some or all LEP students in at least one assessment program, although only 15 states reported the actual number of LEP students assessed. Forty-four states allowed exceptions for LEP students on at least 1 assessment, and 27 states modified at least 1 statewide assessment for LEP students. Seventeen states reported a policy that required students to pass a high school graduation test. Overall, findings suggest that states are struggling to develop appropriate policies to include LEP students, a task that is complicated by inconsistent definitions and policies within and among states. Several recommendations are given for developing these policies. (Contains two tables and five references.) (SLD)

ED 421 502 TM 028 461

Strusinski, Marianne
Evaluation of the I Have a Dream Project.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attendance; *Disadvantaged Youth; *Dropout Prevention; *Elementary School Students; Enrichment Activities; Grade 4; Intermediate Grades; *Parent Participation; Program Evaluation; *Self Esteem; Tutorial Programs; Urban Youth
IDENTIFIERS- *Dade County Public Schools FL; *I Have a Dream Program

"I Have a Dream" (IHAD) is a program designed to enhance the educational opportunities of disadvantaged youth by providing them with sustained care, personal support, and guidance to ensure that they graduate and have the opportunity to pursue postsecondary education. The IHAD project in Dade County (Florida) is based in an elementary school, where the participants, approximately 100 "Dreamers," were in the fourth grade in 1996-97. At the request of the IHAD sponsors, a local family, an evaluation of the IHAD was undertaken, primarily to provide baseline data. The evaluation focused on project activities, the Dreamers' academic performance, attendance, self-esteem, and parent involvement. Perceptions and experiences of Dreamers, their parents, teachers, and the principals were sought. The Dade County IHAD was implemented in accordance with the IHAD program model, and it provided a number of activities for Dreamers and their families, including tutoring and enrichment activities. Dreamers and their parents were aware of the project, and interacted with the project staff. Assessment indicated that Dreamers' self-esteem improved, although there were no documented improvements in attendance or academic achievement. Parent participation in school activities increased for Dreamers' families. Recommendations are made for program improvement. Five appendixes contain project documents, the parent, student, and the teacher surveys, and the action plan to address evaluation findings. (Contains three figures and six references.) (SLD)

Barger, Robert N.; Kubitschek, Warren N.; Barger, Josephine C.
Do Philosophical Tendencies Correlate with Personality Types?
PUB DATE- 98
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Correlation; Higher Education; *Moral Development; Personality Assessment; *Personality Traits; *Philosophy

Both philosophical tendencies and personality types have potential importance for questions in the area of moral development. This paper explores whether there is any correlation between the two. Both are ways of trying to understand people and their behavior. An inventory of 40 Likert-scale items, the Ross-Barger Philosophy Inventory (C. Ross and R. Barger, 1990), was used to measure philosophical tendencies for 50 college students. An inventory of 36 forced-choice items, the Keirsey Character Sorter (D. Keirsey, 1998), was used to measure personality types. Results show that some personality types are moderately related to certain philosophical beliefs, but for the most part, personality and philosophy are essentially unrelated. Even where personality and philosophy are related, the relationship is not strong. Reasons for these findings are explored. (SLD)

ED 421 522 TM 028 847

Fink, Arlene
How To Report on Surveys. The Survey Kit, Volume 9.

PUB DATE- 95
NOTE- 91p.; The complete "Survey Kit" series consists of nine separate books, see TM 028 839-847.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Research; Evaluation Methods; Evaluation Utilization; Guides; Questionnaires; Reliability; Research Methodology; *Research Reports; Speech Skills; *Surveys; Tables (Data); *Technical Writing; Validity; *Writing for Publication

IDENTIFIERS- *Oral Reports; Survey Research

The nine-volume Survey Kit is designed to help readers prepare and conduct surveys and become better users of survey results. All the books in the series contain instructional objectives, exercises and answers, examples of surveys in use, illustrations of survey questions, guidelines for action, checklists of "dos and don'ts," and annotated references. This volume, ninth in the series, shows readers how to prepare more effective oral and written survey reports. The volume includes guidelines for preparing overhead transparencies and a step-by-step account of how to talk about a survey and the data analysis. It also demonstrates the preparation of written reports for technical and general audiences. The following chapters are included: (1) "Lists, Charts, and Tables: Presenting the Survey's Results"; (2) "Talking about the Survey"; and (3) "The Written Report." An annotated list of six suggested readings is included. (Contains 16 figures.) (SLD)

ED 421 486 TM 027 831

Gawel, Joseph E.
Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs. ERIC/AE Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Ladders; Elementary Secondary Education; Industrial Psychology; *Job Satisfaction; *Motivation; *Needs; *State Programs; *Teachers
IDENTIFIERS- ERIC Digests; *Herzberg (Frederick); Maslow (Abraham); *Maslows Hierarchy of Needs; Tennessee Career Ladder Program

Among the behavioral theories embraced by American business are those of Frederick Herzberg and Abraham Maslow. Herzberg proposed a theory about job factors that motivate employees, and Maslow developed a theory about the rank and satisfaction of human needs and how people pursue those needs. This digest briefly outlines both theories and then summarizes a study of the Tennessee Career Ladder Program (TCLP), which suggested that teachers in this career development program do not match the behavior of employees in business. Herzberg's (1959) construction was a two-dimensional paradigm of "hygiene" (dissatisfiers) factors that do not actually motivate or create satisfaction and "motivators" (satisfiers). Five motivators in particular were strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. Maslow's hierarchy ranks needs from the psychological, through safety, love and belongingness, esteem, and self-actualization. He theorized that a person could not pursue the next need until the currently recognized need was substantially or completely satisfied, a concept called prepotency. A study conducted by F. Bellott and F. Tutor (1990) found that for elementary and secondary school teachers in the TCLP Herzberg's characterization of salary as a hygiene factor and Maslow's view of esteem as a lower order need than self-actualization did not seem to hold true. These findings may help explain "why" good teachers are lost to higher paying positions and may help administrators focus on their needs for esteem. (Contains four tables and four references.) (SLD)

ED 421 505   TM 028 464

Slavit, David; Dunn, Thea
Exploring Mathematics: Possibilities for Learning in an Alternative High School Setting.
PUB DATE- 98
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Beliefs; Case Studies; High Risk Students; *High School Students; High Schools; *Mathematics Instruction; *Nontraditional Education; *Preservice Teachers; Qualitative Research; *Self Concept; Student Teachers; Teacher Attitudes; *Teacher Education

Qualitative methods were used to study: (1) the effect of engaging in a mathematics teaching experience in an alternative high school program, the Transcend program, on preservice teachers' beliefs; and (2) the effects of a guided preservice teaching experience on at-risk learners' beliefs, self-concepts, and mathematical development. Five secondary preservice mathematics teachers and five at-risk learners were the subjects of the study. Researchers used observations, videotaped classes, interviews, and a mathematics assessment to gather information about the effects of the alternative mathematics program. Case studies of three preservice teachers and two learners are presented to illustrate their development and interactions. There were changes in the self-concepts of the teachers, their perceptions of at-risk learners, and their instructional practices, although many of their beliefs remained unchanged. Students experienced learning gains, especially with regard to increased mathematical self-concept. Transcend appears to have provided both teachers and learners with a unique environment to enhance mathematics teaching and learning. (Contains 27 references.) (SLD)

ED 421 524 TM 028 849

Parshall, Cynthia G.; Stewart, Rob; Ritter, Judy
Innovations: Graphics, Sound, and Alternative Response Modes.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; *Computer Assisted Testing; *Educational Innovation; Graphic Arts; Higher Education; Interaction; Psychometrics; Questionnaires; *Responses; Sound Effects; *Test Construction; Test Format; Test Items; Testing Problems
IDENTIFIERS- Partial Credit Model

While computer-based tests might be as simple as computerized versions of paper-and-pencil examinations, more innovative applications also exist. Examples of innovations in computer-based assessment include the use of graphics or sound, some measure of interactivity, a change in the means in which examinees responded to items, and the application of computer-scored partial credit models. A set of items was developed in conjunction with a college-level introductory computer course and field tested with 93 students. Item types were evaluated on three dimensions: (1) the technological functioning of alternative features; (2) reactions from examinees to the innovations; and (3) the psychometric performance of the items in comparison with existing paper-and-pencil assessments. The computer test consisted of four sections, each containing four items. Features under investigation included innovations in item stems and response modes. Innovations in item stems involved the use of sound or graphics, and alternative response modes involved having examinees select multiple responses, click on a graphic, or play sounds before selecting an answer. The investigation found generally positive results. For the most part, the technology worked as expected, and examinees were largely positive about the computer examination. The incorporation of sound was the most radical change, provoking positive reactions and genuine concerns. The psychometric functioning of the various item types appeared adequate. Results suggest that a continuing development process that uses and evaluates the items on the test administration platform should be the best guarantee of success in construction of computerized tests. An appendix contains the student survey. (Contains two tables and four figures.) (SLD)

ED 421 543 TM 028 869

Glatthorn, Allan A.; Bragaw, Don; Dawkins, Karen; Parker, John
Performance Assessment and Standards-Based Curricula: The Achievement Cycle.
PUB DATE- 98
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Achievement; *Benchmarking; *Curriculum; Curriculum Development; Elementary Secondary Education; English; Mathematics; *Performance Based Assessment; Sciences; Social Studies; *Standards; *Test Construction; Test Use
IDENTIFIERS- Authentic Assessment

This book explains a systematic approach to curriculum, assessment, instruction, and learning called the achievement cycle. The first chapter defines the term and its related concepts, provides the background knowledge for using the achievement cycle in the school system or classroom, and presents an overview of the rest of the book. The achievement cycle is defined as the close interactive relationships of four key elements: (1) standards-based curricula; (2) performance evaluation; (3) assessment-driven instruction; and (4) authentic learning. Chapter 2, "Developing a Standards-Based Curriculum," explains a process for developing a standards-based curriculum by developing content standards and benchmarks and using these standards and benchmarks to produce final products. Chapter 3 explains how to use curriculum standards in developing the curriculum and how to design performance assessments based on the curriculum. Chapter 4 explains the process for planning and delivering assessment-driven instruction, while chapter 5 discusses authentic learning. Chapters 6 through 9 explain the application of the achievement cycle to the four academic subjects that make up the heart of the school's educational program: social studies, science, mathematics, and English language arts. Chapter 10 explains the support system needed to make the model effective. Each chapter contains references. (Contains 36 figures.) (SLD)

ED 421 507 TM 028 823

Witkin, Belle Ruth; Altschuld, James W.
Planning and Conducting Needs Assessments: A Practical Guide.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Data Analysis; Data Collection; *Evaluation Methods; Focus Groups; Interviews; Models; *Needs Assessment; Nominal Group Technique; *Self Evaluation (Groups); *Surveys; Tables (Data)
IDENTIFIERS- *Fault Tree Analysis

This book describes a structure for understanding and managing the process and options for gathering and analyzing data on needs. The three-phase model that forms the basis for the structure grew from both theory and practical experience in many settings. The focus is on assessing the needs of organizations rather than individuals. It is stressed that needs assessment engages the active involvement of a cross-section of recipients of service, providers of service, and representatives of the organization or system providing the services. Setting priorities and democratic involvement are emphasized. Part I focuses on planning and managing the needs assessment. Chapter 1 describes a three-phase plan, defines "needs" and "needs assessment," places needs assessment in context, and provides a method for choosing among plan options. Chapter 2 describes pre-assessment, and chapter 3 explains the tasks for Phase 2, "Assessment," with guidelines for collecting, analyzing, and interpreting data. Chapter 4 considers post-assessment and Phase 3 of the needs assessment. Part II consists of six chapters, five of them on methods for conducting a needs assessment. Chapter 5 explains the use of records and existing databases, while chapter 6 is devoted to surveys, interviews, and the critical incident technique. Chapter 7 describes widely used group processes: community forums, the nominal group technique; and the focus group technique. Chapter 8 describes five specialized survey and group techniques, and chapter 9 presents future-oriented needs-assessment techniques. Chapter 10 deals with specific tools for analysis, exploring "fishboning," case and consequence analysis, and "fault tree" analysis as causal analysis approaches. (Contains 11 tables, 43 figures, and 105 references.) (SLD)

ED 421 526 TM 028 851

Parshall, Cynthia G.; Davey, Tim; Nering, Mike L.
Test Development Exposure Control for Adaptive Testing.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Diego, CA, April 12-16, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Adaptive Testing; *Computer Assisted Testing; *Efficiency; *Selection; Simulation; Test Construction; *Test Items; Testing Problems
IDENTIFIERS- *Item Exposure (Tests); Test Security

When items are selected during a computerized adaptive test (CAT) solely with regard to their measurement properties, it is commonly found that certain items are administered to nearly every examinee, and that a small number of the available items will account for a large proportion of the item administrations. This presents a clear security risk for testing programs that are available on more than a few scheduled testing dates throughout the year. Several approaches to this concern control item exposure rates through probabilistic mechanisms built into the selection process. While many of these exposure control procedures are quite effective in limiting rates of item use, they are also problematic to some extent. Several exposure control algorithms are described, including the rationale for their application and the nature of any inherent problems. An empirical comparison of the relative effectiveness of these methods is presented, based on simulated CATs. The unconditional Sympson-Hetter method (J. B. Sympson and R. Hetter, 1985) (USH), the conditional Sympson-Hetter method (M. Stocking and C. Lewis, 1995) (CSH), and the Davey-Parshall (T. Davey and C. Parshall, 1995) (DP) methods outperformed a no exposure control method, and the CSH and DP methods generally outperformed the USH method. The different targets and results of the CSH and DP methods are discussed. (Contains 1 table, 7 figures, and 17 references.) (SLD)

ED 421 544 TM 028 870

Haladyna, Thomas M.
Writing Test Items To Evaluate Higher Order Thinking.
PUB DATE- 97
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; Behavior Patterns; Classification; *Evaluation Methods; Multiple Choice Tests; *Performance Based Assessment; Portfolio Assessment; Rating Scales; Responses; *Scoring; Test Construction; *Test Items; *Thinking Skills
IDENTIFIERS- *Higher Order Learning

This guide is designed to help teachers create test items that measure a variety of higher level thinking abilities. Part One, "Foundations for Item Writing," provides a context for item writing. Chapter 1 provides an overview of the book and defines basic concepts, principles, and terminology. Chapter 2 integrates research literature to develop a typology of student behavior that is used throughout the book. Chapter 3 presents item formats and arguments for the use of various types. Part Two, "Writing Test Items," is the core of the book. Chapter 4 focuses on multiple-choice formats, and chapter 5 deals with student outcomes that require expert judgments in using a rating scale. This topic is subdivided into chapter 5A, which deals with issues in performance testing, and chapter 5B, which addresses issues of scoring student performance. Chapter 6 discusses "low-inference" student behavior and scoring methods. Chapter 7 discusses portfolio assessment, and chapter 8 examines the writing of items to assess affective outcomes. Part Three, "Evaluating Test Items," provides guidance on examining and improving items. Chapter 9 includes a series of item reviews that are painstaking but necessary to polish items, and chapter 10 deals with student responses. The focus is on statistical methods, but qualitative methods are also included. Each chapter contains references. (Contains 5 figures and 60 tables.) (SLD)

ED 421 546 TM 028 872

Standards and Assessment Resource Bank, Version 2.5 CD-ROM .
PUB DATE- 98
NOTE- Op.; Adobe Acrobat Reader 3.01 must be installed in order to use this CD-ROM. Installation instructions are included in a Readme file.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Cooperation; *Educational Assessment; Elementary Secondary Education; Optical Data Disks; *Professional Development; Resources; School Districts; Shared Resources and Services; Standards; *State Programs; *Teacher Developed Materials; Test Construction; Test Use; *Testing Programs
IDENTIFIERS- *Colorado

The Colorado "Standards and Assessment Resource Bank" on CD-ROM contains updated information about the Colorado Student Assessment Program, the text of the "Standards-Based Classroom Operator's Manual," and a bank of standards-based units, assessments, and staff development materials submitted by Colorado teachers and school district administrators. Among the new features of this version are more than 20 teacher-developed classroom units and assessments aligned to the Colorado State Model Content Standards and some professional development materials from the Poudre and Thompson school districts. This resource bank enables educators to share information and experiences related to standards-based education in Colorado. Supporting materials explain the installation of the Resource Bank for Macintosh or IBM systems. There are several movies on the Resource Bank CD, and to play them the computer must have the Apple Computer, Inc., QuickTime Movie Player, which may be downloaded from the Apple World Wide Web site. A sheet explaining the Menu and tools for selecting and viewing documents is included. (SLD)

Slack, Jill Berlin; St. John, Edward P.

A Model for Measuring Math Achievement Test Performance: A Longitudinal Analysis of Non-Transient Learners Engaged in a Restructuring Effort.

PUB DATE- 98

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acceleration (Education); Achievement Tests; Disadvantaged Youth; Elementary Education; *Elementary School Students; Evaluation Methods; Longitudinal Studies; *Mathematics Achievement; *Mathematics Tests; *Measurement Techniques; Models; Performance Factors; School Restructuring

IDENTIFIERS- California Achievement Tests

This study investigated the mathematics achievement test performance of 62 non-transient elementary school learners in accelerated schools using a longitudinal design. Both the California Achievement Test (CAT) and the Louisiana Educational Assessment Program (LEAP) test were included in this investigation. In particular, this study sought to determine whether accelerated schools with distinct contextual features experienced significantly different test performances. A logistic regression was used to explore the relationship of several variables to the schools' performances. The variables were related to individual background, school environment, and curriculum and instruction factors. The researchers developed two logistic regression models to fit the uniqueness of the CAT and LEAP tests. Each model used a sequential analysis to examine the association of specific factors to test score improvement. The most consistent, significant finding across both models revealed that higher ability students were less likely to improve than lower ability students. This finding is consistent with the Accelerated Schools philosophy that "disadvantaged" students stand the most to gain from innovative teaching approaches. Additional findings showed the significant impact of age, gender, school environment, and curriculum and instruction on improvement. In particular, observations related to the latter factor revealed that students who were provided with math manipulatives/technology for longer periods were more likely to improve their standardized math scores than those who were provided with such instruction for shorter periods. (Contains 7 tables and 13 references.) (Author/SLD)

ED 421 548 TM 028 874

Meijer, Rob R.; van Krimpen-Stoop, Edith M. L. A.
Simulating the Null Distribution of Person-Fit Statistics for Conventional and Adaptive Tests. Research Report 98-02.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Adaptive Testing; Foreign Countries; Item Response Theory; Responses; Scores; *Simulation; *Statistical Distributions; *Test Items
IDENTIFIERS- *Person Fit Measures; Power (Statistics); Two Parameter Model

Several person-fit statistics have been proposed to detect item score patterns that do not fit an item response theory model. To classify response patterns as not fitting a model, a distribution of a person-fit statistic is needed. The null distributions of several fit statistics have been investigated using conventionally administered tests, but less is known about the distribution of fit statistics for computerized adaptive testing (CAT). A three-part simulation to study this distribution is described. First the theoretical distribution of the often used l(z) statistic across theta levels in a conventional testing and in CAT testing was studied, where theta and estimated theta were used to calculate l(z). Also, the distribution of a statistic l*(z), that is corrected for the error in theta, proposed by T. Snijders (1998) was studied in both testing environments. Simulating the distribution of l(z) for the two-parameter logistic model for conventional tests was studied. Two procedures for simulating the distribution of l(z) and l*(z) in a CAT were examined: (1) item scores were simulated with a fixed set of administered items; and (2) item scores were generated according to a stochastic design, where the choice of the administered item i   1 depended on responses to previously administered items. The third study was a power study conducted to compare detection rates of l*(z) with l(z) for conventional tests. Results indicate that the distribution of l(z) differed from the theoretical distribution in conventional and CAT environments. In a conventional testing situation, the distribution of l(z) was in accord with the theoretical distribution, but for the CAT the distribution differed from the theoretical distribution. In the context of conventional testing, simulating the sampling distribution of l(z) for every examinee, based on theta, resulted in an appropriate approximation of the distribution. However, for the CAT environment, simulating the sampling distributions of both l(z) and l*(z) was problematic. Two appendixes show the derivation of the l*(z) statistic and discuss modeling local dependence. (Contains 6 tables, 3 figures, and 24 references.) (Author/SLD)

ED 421 491 TM 028 450

Broadfoot, Patricia; Pollard, Andrew; Osborn, Marilyn; McNess, Elizabeth; Triggs, Pat

Categories, Standards and Instrumentalism: Theorising the Changing Discourse of Assessment Policy in English Primary Education.

PUB DATE- 98
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *British National Curriculum; *Educational Assessment; Educational Change; Educational Policy; Elementary Education; Foreign Countries; *Government Role; School Districts; *Teacher Attitudes
IDENTIFIERS- Bernstein (Basil); *England; *Head Teachers

The effects of the significant changes in English education that have followed the 1988 Education Reform Act are explored in this study that considers the impact of the Reform Act on elementary schools and the changes in primary (elementary) schooling as an illustration of wider social developments. The work of B. Bernstein provides a framework for the exploration. The Primary Assessment, Curriculum, and Experience (PACE) Project was established in 1989 to monitor the effects of the Reform Act. Six schools were drawn from each of eight local education agencies (LEAs) across England, representing different socioeconomic circumstances, geographic regions, and other differences. These schools provided a sample of 48 headteachers. Interviews with 3 teachers from each school resulted in a teacher sample of 144 per round of the study. In each LEA one school was selected for more detailed study. The implementation of the national curriculum and associated assessment was of particular interest. Findings from the PACE study suggest that the attitudes and learning behavior of the children became much more performance oriented, rather than learning oriented, as they experienced the tightening of the curriculum and the impact of external and overt assessment. Teachers appeared to have increasing feelings that priorities were being imposed on them from above, with a loss of fulfillment and autonomy. Some teachers expressed fragmented identities, and many older and experienced teachers found it difficult to reconcile their beliefs with the new technocracy. A lack of confidence in their ability to cover the entire National Curriculum subjects was experienced by some. These changes are viewed in the wider context of social policy and change. (Contains 1 table, 6 figures, and 16 references.) (SLD)

ED 421 510 TM 028 835

Munroe, Susan; Smith, Terry
State Geography Standards: An Appraisal of Geography Standards in
38 States and the District of Columbia.
PUB DATE- 98
NOTE- 82p.; For other state standards reports, see TM 028 836-838
and CS 216 412.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Core Curriculum; Elementary
Secondary Education; *Geography Instruction; Knowledge Level;
State Programs; *State Standards; Tables (Data)

The Thomas B. Fordham Foundation has commissioned studies of state academic standards in five core subjects. This is the third of these studies, concentrating on geography, the core subject that has been the most neglected in the U.S. academic curriculum. Standards documents were solicited from all the states, and were submitted by 38 states and the District of Columbia. The evaluation first judged a state's standards against six general characteristics: clarity, specificity, balance of point of view, use of active verbs against which progress can be gauged, inclusion of benchmarks, and guidance to teachers. Evaluators then focused on the comprehensiveness and rigor with which a state's geography standards address key content knowledge and concepts central to a full understanding of geography. Of the 39 jurisdictions, only 3 received a grade of "A." These were headed by Colorado, with a perfect score, a state in which the standards present geography as an important and interesting field of study. Indiana and Texas also received an "A." Three states received a "B" (Michigan, New Hampshire, and West Virginia) and eight states and the District of Columbia received a "C." Six states were graded as "D," and the others failed the standards evaluation. The good news for educators is that geography has regained a place in the U.S. curriculum and is being taken seriously by a number of states. The bad news is that most current state standards for what students know and should be able to do are weak. State-by-state reports are given, including comments on the 12 states that received "incompletes" because of their lack of standards. Three appendixes contain a discussion of the methodology, the criteria and scoring instrument, and a 14-item bibliography. (Contains 1 map, 1 figure, and 5 tables.) (SLD)

ED 421 529 TM 028 855

Kieffer, Kevin M.

Why Generalizability Theory Is Essential and Classical Test Theory Is Often Inadequate.

PUB DATE- 98
NOTE- 48p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (New Orleans, LA, April 9-11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Generalizability Theory; Heuristics; Interaction; *Test Theory

This paper discusses the benefits of using generalizabilty theory in lieu of classical test theory. Generalizability theory subsumes and extends the precepts of classical test theory by estimating the magnitude of multiple sources of measurement error and their interactions simultaneously in a single analysis. Since classical test theory examines only one source of measurement error at a time (e.g. occasions, forms, or internal consistency), it is not possible to estimate the magnitudes of all sources of measurement error and the magnitude of measurement error interaction effects concurrently. As this paper explores the shortcomings of classical test theory and the strengths afforded by using generalizability theory, a small heuristic data set is used to make the discussion concrete. (Contains 9 tables and 28 references.) (SLD)

ED 421 492 TM 028 451

Watt, Helen M. G.
Measuring Attitudinal Change in Mathematics and English over the First Year at High School: A Multidimensional Analysis.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; *Attitude Change; *English Instruction; Foreign Countries; *High School Freshmen; High Schools; *Mathematics Instruction; Measurement Techniques; Sex Differences; *Student Attitudes
IDENTIFIERS- Australia; Multidimensional Approach

Changes in student perceptions over the first year of high school form the basis of this study. Self- and task-perceptions, as well as affect and utility judgments, are measured in relation to English and mathematics, since the transition to high school has been found to impact negatively on students' self-concept in these domains. The impact of gender and level of academic achievement on the nature of changes in students perceptions is also measured. Participants (N=365) are from 3 coeducational Government schools in metropolitan Sydney (Australia) of comparable socioeconomic status. Analyses to determine changes in perception and performance are analyses of variance with repeated measures. Major implications derived relate to domain specificity and the stability or instability of varying perceptions over time for particular subgroups of students with respect to their academic achievement and gender. (Contains 2 tables, 16 figures, and 42 references.) (Author/SLD)

ED 421 511 TM 028 836

Saxe, David Warren

State History Standards: An Appraisal of History Standards in 37 States and the District of Columbia.

PUB DATE- 98

NOTE- 51p.; For other state standards reports, see TM 028 835-838 and CS 216 412.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Core Curriculum; Elementary Secondary Education; History; *History Instruction; Knowledge Level; State Programs; *State Standards; Tables (Data)

The Thomas B. Fordham Foundation has commissioned studies of state academic standards in five core subjects. This is the second of these studies, focusing on standards for history. After the controversy surrounding the proposed "national history standards" in 1994, history has become a subject with no generally accepted national standards. Thirty-seven states and the District of Columbia responded to the Foundation's request for documents outlining state history standards. Thirteen states had no standards at all for the teaching of history. Fifteen criteria were defined for the evaluation of the history standards, grouping them into the areas of: clarity, organization, historical soundness, historical content, and absence of manipulation. Only the standards in Virginia met all the criteria. Virginia's standards are clear, measurable, descriptive, demanding, and quite specific. Closely following Virginia are California, Texas, and Massachusetts, but then the quality of standards drops sharply. Barely a third of the jurisdictions reviewed received a grade of "C" or better. Most of the states have a long way to go in setting standards for the teaching of history. An appendix provides notes on each of the states, in alphabetical order. (Contains eight tables.) (SLD)

ED 421 530 TM 028 856

Bay, Luz
Detection of Cheating on Multiple-Choice Examinations.
PUB DATE- 95
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cheating; Class Size; *Identification; *Multiple Choice Tests; Simulation; Test Length; *Testing Problems
IDENTIFIERS- *Binomial Distribution

An index is proposed to detect cheating on multiple-choice examinations, and its use is evaluated through simulations. The proposed index is based on the compound binomial distribution. In total, 360 simulated data sets reflecting 12 different cheating (copying) situations were obtained and used for the study of the sensitivity of the index in detecting cheating and the conditions that affect its effectiveness. A computer program in C language was written to analyze each data set. The simulated data sets were also used to compare an index developed by R. Frary and others (1977) and error-similarity analysis (F. Belleza and S. Belleza, 1989). In general, the new index was effective in detecting cheaters as long as enough items were copied. It was sensitive enough to detect cheating when between 25 and 50% of the items were copied in a 50-item test, but was less sensitive when the test was shorter. It was also less sensitive when there were fewer cheaters in a class. Although effectiveness is influenced by test length, it is not influenced by class size. Similarities and differences among the three indexes are discussed. (Contains 2 tables, 11 figures, and 14 references.) (SLD)

ED 421 607 UD 032 462

Erickson, Pamela I.
Latina Adolescent Childbearing in East Los Angeles.

PUB DATE- 98
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Cultural Differences; Early Intervention; *Early Parenthood; Economically Disadvantaged; *Hispanic Americans; *Mothers; Prevention; Social Support Groups; Tables (Data); *Urban Youth
IDENTIFIERS- *California (Los Angeles); *Latinas

This book is about teenage pregnancy among Latina teenagers in East Los Angeles (California). It focuses on teenage pregnancy and motherhood among economically disadvantaged Latinas aged 17 and under. The young mothers in this study were participants in a series of intervention efforts to prevent repeat pregnancy at a family planning clinic. This book was inspired by the observation that most of these young women had relatively good birth outcomes despite poor prenatal care. Many had, in fact, planned their pregnancies, and most had a high level of support from partners and families. Data came from two surveys of teen mothers, 1,017 in 1986-87, and 1,293 in 1992-94, and from a longitudinal study of 173 young Latina mothers participating in the pregnancy prevention project. Other data came from qualitative interviews with 28 teens and 13 service providers, and interviews and conversations with teens, project staff, and clinic service providers. Chapter 1 describes the study population, and chapter 2 discusses the problem of teenage pregnancy in America and an overview of research on Latino adolescent sexual behavior and cultural factors. Chapters 3 and 4 describe the repeat pregnancy prevention project. In chapter 5, young Latina mothers and the social context of their pregnancies are described. Chapters 6 through 8 discuss issues of health care use and outcomes. Chapter 9 explores "Implications for America's War on Teenage Pregnancy." (Contains 5 figures, 31 tables, and 202 references.) (SLD)

ED 421 608 UD 032 464

Penn, William S., Ed.
As We Are Now: Mixblood Essays on Race and Identity.
PUB DATE- 97
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; Blacks; Essays; Ethnicity; Hispanic Americans; *Nonreservation American Indians; Personal Narratives; *Racial Identification; *Urban Youth
IDENTIFIERS- *Mixed Race Persons

The narrative essays in this collection offer a vision of the race and identity of Native Americans, focusing on American Indians that have grown up in cities and towns. It is a unique collection in that it represents the ways that mixed blood people ("mixbloods") envision Indian race and heritage. It is also unique in that it extends the boundaries from Native American to urban mixbloods with the inclusion of people of Latino and African American heritage. The following essays are included: (1) "Cutting and Pinning Patterns" (Erika Aigner-Varoz); (2) "Howling at the Moon: The Queer but True Story of My Life as a Hank Williams Song" (Craig Womack); (3) "Crossing Borders from the Beginning" (Alfonso Rodriguez); (4) "Knots" (Carol Kalafatic); (5) "What Part Moon" (Inez Peterson); (6) "Tradition and the Individual Imitation" (William S. Penn); (7) "On Mapping and Urban Shamans" (Kimberly Blaeser); (8) "Race and Mixed-Race: A Personal Tour" (Rainier Spencer); (9) "Visions in the Four Directions: Five Hundred Years of Resistance and Beyond" (Arturo Aldama); (10) "Between the Masques" (Diane DuBose Brunner); (11) "From the Turn of the Century to the New Age: Playing Indian, Past and Present" (Shari Huhdorf); (12) "Troublemakers" (Rolando Romero); and (13) "Richie Valens Is Dead: 'E Pluribus Unum'" (Patricia Penn Hilden). (SLD)

ED 421 589 UD 032 441

Ripple, Carol H.; Doyle, Kimberly; Luthar, Suniya S.
Exposure to Community Violence: Incidence and Correlates among Inner-City and Suburban Adolescents.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (San Diego, CA, February 26-March 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Correlation; *High School Students; High Schools; Inner City; Social Environment; Suburban Schools; *Suburban Youth; *Urban Youth; Victims of Crime; *Violence
IDENTIFIERS- Psychosocial Factors; *Witnesses to Violence

Psychosocial correlates of exposure to violence are explored to gain insight into how adolescents are affected in areas of school-based adjustment, and also whether specific groups of youth are affected more than others. Data were gathered as part of a study on academic adjustment across two groups of adolescents: one from a Northeastern inner-city school and one from a high school in an affluent suburb. Participants were 493 high school sophomores, 226 of whom were in the urban school. Self-report questionnaires, teacher ratings of classroom behavior, and grades were collected for all participants. A checklist was used to measure exposure to community violence and to derive witnessing and victimization subscales. An index of drug involvement was then developed. The two groups reported remarkably similar levels of self-reported delinquency and involvement in drug dealing. Suburban adolescents reported significantly more illicit substance abuse than the urban students. Inner-city teens had witnessed more community violence, but suburban teens were just as likely to report victimization as were their urban counterparts. The only difference was on having been shot or having been shot at. Suburban teens who reported high victimization were more likely to be using illicit drugs than their inner-city counterparts. It may be that the suburban teens are putting themselves in risky situations at school, but it is more likely that they are traveling to other communities where they are likely to be victimized in conjunction with their high-risk activities. The conclusion of the study suggests that urban teens are exposed to violence at least in part because of their environment, while suburban teens are exposed more as a function of their behavior. (Contains four tables, three figures, and seven references.) (SLD)

ED 421 555 UD 032 406

Nisivoccia, Joseph D.
A District-Wide Multi-cultural High School Curriculum.
PUB DATE- 95
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - General (140)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Curriculum Development; Educational Environment; Evaluation Methods; High Schools; *Multicultural Education; Outcomes of Education; Program Evaluation; *School Districts; *Secondary School Curriculum; Self Esteem; Teaching Methods

This document contains a proposal for a district-wide multicultural high school curriculum for the Belleville Public Schools, Edison (New Jersey). The curriculum is designed to promote student bonding for peace and harmony by focusing on the total school environment and raising student, parent and staff consciousness about the many different cultures of the community and their contributions to society. It will help students develop positive self-esteem as students of different cultural backgrounds learn to understand and accept each other. The planned "culturally coherent multicultural curriculum" is a diverse curriculum that is connected in visible and explicit ways to show a sense of compelling purpose in education. Enlisting public support is an integral feature of the curriculum development plan. Planned outcomes include student outcomes in learning, behavior, and skill areas. Learning activities will include a variety of approaches, including arts, role plays, multicultural ceremonies and celebrations, group work, field trips, class projects, and other acknowledgments of ethnicity and cultural diversity. Evaluation will be the final component of the curriculum. This document contains the Executive Summary, which serves as an introduction to the planned curriculum, the curriculum proposal with plans for its development by a 21-member committee, a discussion of the instructional and methodological approach to be taken, and a funding proposal for implementation in the school district. Appendix A to Part 2, the curriculum proposal, reviews the legal authority for the curriculum and Appendix B contains four handouts for public information. Part 3, "Instructional and Methodological Approach," contains two appendixes, a positive framework for ability grouping and a summary of content and learner outcomes. Part 4, the funding proposal, contains three appendixes: (1) readings on racism and education; (2) a sample letter for parents; and (3) a bibliography of works on the educator J. H. Pestalozzi. (Contains 36 references.) (SLD)

ED 421 572 UD 032 424

Wells, Barbara Griggs
School Factors Associated with African American Students Who Thrive in College-Preparatory Mathematics.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; College Bound Students; *College Preparation; High Schools; Homework; Institutional Characteristics; Low Achievement; *Mathematics; *Performance Factors; School Size; Secondary Education; *Secondary School Students; Teacher Expectations of Students
IDENTIFIERS- *African Americans

Any explanation of the absence of African Americans from the workforce in positions requiring mathematics usually begins with an acknowledgment of black underachievement in mathematics from the early grades and continuing throughout secondary schooling. Yet there are those among this group that are successful in studying mathematics. This paper discusses school factors associated with successful African American study of secondary college-preparatory mathematics. It explores the hypothesis that specific school factors, alone or in combination with individual, family, and classroom factors--some manifest as early as eighth grade--may serve as predictors of continued college-preparatory mathematics coursetaking by African American secondary students. The subject pool came from the National Education Longitudinal Study. A base year core of 24,599 African American students was selected, and these students were surveyed in 8th and 10th grades. Findings suggest that a 10th grade African American doing well in the appropriate level college preparatory mathematics class more than likely would have attended an eighth-grade public school in a nonrural part of the Northeastern North Central part of the United States. That school had an honor society, had high homework expectations of its students, and the students themselves placed a high priority on learning. The school also had a small student body, a smaller proportion of students eligible for free lunch, a larger proportion of minority students, and a smaller eighth-grade enrollment (less than 200). (Contains 3 tables and 44 references.) (SLD)

ED 421 573 UD 032 425

Schellenberg, Stephen J.
Does It Matter Where Poor Kids Live? A Look at Concentrated Poverty and Achievement.
PUB DATE- 98

ED 421 590 UD 032 442

Hyland, Nora E.
One High School Teacher's Unexamined Pedagogy of Race.
PUB DATE- 98
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Case Studies; High Schools; *Mathematics Teachers; Minority Groups; *Racial Bias; *Secondary School Teachers; *Teacher Attitudes; Teaching Methods

A case study was conducted to examine the implicit beliefs and practices of one white high school mathematics teacher in the context of race. The study explores the subtle ways in which the dominant, hegemonic ideology and discourse saturates everyday life in schools. The teacher studied was a white females mathematics teacher in a small town high school in the Midwest with 19 years of teaching experience. The student population was 67% white, 24.3% black, and the remainder of various ethnicities. The teacher was observed for eight class periods and was interviewed on six different occasions. She saw herself as an advocate for students with special needs and was maternal and affectionate toward her students. She tended to see mathematics as removed from culture, and only related it to the everyday life of students in a superficial way. In a sense,

her care for her students may be viewed as paternalistic and hegemonic in that it reifies existing power relationships. While she recognized that personal and family problems are related to systemic problems, she did not make the connection that systemic problems are disproportionately inflicted on people of color. This teacher was in conflict over racism, and inexperienced in discussing issues of race, and she was more likely to attribute discrepancies in mathematics education to family and parent support and the poor teaching of elementary school teachers than to race. However, this teacher expressed willingness to explore issues of race and teaching, illustrating possibilities for change. Some suggestions are offered for promoting teacher dialogue about race. (Contains 27 references.) (SLD)

ED 421 558 UD 032 409

Maddahian, Ebrahim
School Readiness Language Development Program Evaluation: A Student Outcomes Study. Publication No. 701, Part A.
PUB DATE- 98
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Court Litigation; *Language Proficiency; Outcomes of Education; Parent Education; *Preschool Children; *Preschool Education; Program Effectiveness; Program Evaluation; *School Desegregation; *School Readiness; Staff Development
IDENTIFIERS- *Los Angeles Unified School District CA

In 1970 the Los Angeles Superior Court ruled that the Los Angeles (California) Unified School District (LAUSD) operated segregated schools and it rendered the original order to integrate the district's schools. The School Readiness Language Development Program (SRDLP) is one of several programs developed in response to the original court order. Objectives of the SRDLP include oral language opportunities for 4-year-olds, a parent education component, a staff development component, and an evaluation component. This report presents information on student performance. Parent and teacher components are evaluated in Parts B and C. A review of data on the SRLDP indicates that the number of schools with the program has increased from 42 in 1979 to 305 schools (516 programs) in 1997-98. In 1997-98 the program served 15,480 students. Scores on the Student Profile Form, a measure developed to reflect SRLDP student performance, show that overall students are performing at 90% of the maximum possible total score. An analysis of this measure produced strong evidence of its reliability and validity. Comparisons of more than 7,500 former SRLDP students and non-SRLDP students in grade 4 supported the long-lasting impact of SRLDP. Former participants significantly outperformed nonparticipants in reading, language, and mathematics. When analysis of covariance was used to adjust for impact of intervening variables, such as gender, ethnicity, level of English-language proficiency, and family socioeconomic status, significant benefits were still apparent. The SRLDP has had a long lasting and positive effect on student achievement. Chapter 1 of this report focuses on student outcomes as measured by the student profile, and Chapter 2 compares the achievement of former SRLDP and non-SRLDP students. Appendixes contain the SRLDP reference guide, historical summaries in chart form, a list of participating schools, and the Student Profile instrument. (Contains 3 figures, 13 tables, and 9 references.) (SLD)

ED 421 574 UD 032 426

Soriano, Fernando I.
Psychosocial and Cultural Contexts in Intercultural Group Conflict and Social Problem Behaviors among High Risk Youth: Preliminary Findings.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (7th, San Diego, CA, February 26-March 1, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior Problems; *Conflict; Cultural Awareness; *Cultural Differences; Delinquency; Group Dynamics; *High School Students; High Schools; Individual Development; Juvenile Courts; Urban Schools
IDENTIFIERS- California; *Mediating Factors; *Psychosocial Factors

The relationship between psychosocial and cultural factors as potential mediators of intercultural group conflict among adolescents was studied. The study population for this ongoing study consists of mostly adolescent males aged 13 to 18 years who are attending court schools in California, and who are likely to be on probation or in restricted residential placements. Phase I activities of the study center on establishing new cultural measures and developing a better understanding of the targeted population by using a sample of San Jose County, urban high school students. In Phase 2, over 200 targeted youth will participate in an intervention in the court-operated schools that will provide skills training and cultural awareness and sensitivity training. This study focuses on the Phase 1 study of 205 local high school students and more than 400 adolescents representing the target population. Existing cultural measures were adapted for the surveys, and a new measure was developed. Phase 1 findings lead to challenging questions about intergroup and intragroup variability across cultural and gender groups. Results suggest the importance of cultural factors in intercultural group relations and in the psychosocial functioning of adolescent youths. Questions remain regarding the developmental differences among adolescents. (Contains one table and four references.) (SLD)

ED 421 592   UD 032 444

What Do We Know: The Impact of the Baby Boom Echo.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 97
NOTE- 7p.; Based on earlier U.S. Department of Education
publications, see ED 394 218 and ED 410 694.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Baby Boomers; *Birth Rate; Crowding; Educational Policy; *Elementary Secondary Education; Enrollment Projections; *Enrollment Trends; Higher Education; Policy Formation; *Population Growth; Population Trends; Resource Allocation; United States History
IDENTIFIERS- *Baby Boom Echo

The dramatic increase in the number of births after World War II, the "baby boom," lasted until the early 1960s. Another surge in births was recorded in 1977, the start of the baby boom echo. However, the number of births is not expected to decline again, with long-range projections indicating a rising number of births over the coming decades. Seven critical issues demand the attention of educational policymakers as the effects of the baby boom are explored: (1) there may be no short-term solutions in school districts that face the problem of rising enrollments; (2) the majority of the young people who make up the baby boom echo will be teenagers in 1997; (3) states are meeting the challenges of increasing enrollment with varying degrees of success; (4) a growing body of research has linked student achievement and behavior to physical building conditions and overcrowding; (5) academic standards cannot be raised by continuing the historic pattern of lowering teacher standards in times of rising enrollments; (6) a new consensus needs to be formed that crosses generational lines so that all Americans see their local schools as centers of the community; and (7) the rising number of young people attending high school will have a profound impact on the nation's system of higher education. There are many implications for the future, centering on the preparation of teachers, the improvement of facilities, alternative schedules and learning environments, and attentiveness to the problems increasing enrollment brings. (Contains two figures.) (SLD)

ED 421 559 UD 032 410

Building on the Best, Learning from What Works. Four Promising Schoolwide Academic Programs.

PUB DATE- 97
NOTE- 22p.; Essentially a republication, with slight modifications, of Appendix C of AFT's "Passing on Failure", see UD 032 411.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Disadvantaged Youth; Educational Change; *Educational Improvement; Elementary Secondary Education; Program Descriptions; Program Effectiveness; *School Restructuring; Standards; Urban Schools
IDENTIFIERS- Core Knowledge; Direct Instruction; High Schools That Work; Research Replication; Success for All Program

Four promising programs for raising student achievement are described. All four attempt schoolwide improvement and primarily affect curriculum and pedagogy. Each program has its own strengths and weaknesses, but they all show evidence of: (1) high standards; (2) effectiveness; (3) replicability; and (4) support structures. Success for All, an elementary school program, is a schoolwide restructuring program that affects curriculum pedagogy, scheduling, resource allocation, professional development, and family support services. A clear commitment on the part of administrators and a ballot endorsement by at least 80% of the school staff are required before the school can participate in this program of intensive academic assistance. "High Schools That Work" is a project designed to help states raise the academic achievement of career-bound students. It has historically worked with and through state education departments. The program provides a framework, technical assistance, and a support network to help schools make necessary changes in curricula, scheduling, resource allocation, and professional development. "Direct Instruction" is a highly structured instructional approach designed to accelerate the learning of at-risk students. Although it is primarily an elementary school program, it has been used at secondary, adult, and remedial levels. It is a commercially published program for individual grades and subjects. "Core Knowledge" is a sequence designed to add content to the general skills and objectives typically found in state and local curriculum guides to provide a common core of knowledge in the early grades. For each of these programs, information is provided in the areas of: (1) main features; (2) results; (3) case studies; (4) considerations; and (5) publications and resources. A list of 16 additional reading materials is included. (Contains three references.) (SLD)

ED 421 575 UD 032 427

Brody, Celeste; Fuller, Kasi; Gosetti, Penny Poplin; Moscato, Susan; Nagel, Nancy; Pace, Glennellen; Schmuck, Patricia
Gender and the Culture of Schools.
PUB DATE- 98
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Coeducation; *Females; Focus Groups; *High School Students; High Schools; *School Culture; Sex Bias; *Sex Discrimination; Sex Role; *Single Sex Schools; Student Attitudes; Urban Schools; Womens Studies

This paper explores how students from three different high schools (one all female, one all male changing to coeducation, and one previously all female, and now coeducational) experience school culture, how institutions, through their policies and practices, communicate normative behavior about gender, and how gender is communicated through aspects of school culture were studied. All three schools were in a large Catholic diocese. Data came from research in the general areas of: (1) school policy and administration; (2) curriculum; (3) pedagogy; (4) student outcomes; (5) school culture; and (6) faculty action research. Classroom observations, student focus groups, surveys of students, and student and faculty interviews were used. In the first year, 225 males were interviewed, and in the second year, 481 males and 178 females completed the survey. Fifteen young women were interviewed before high school entry, and four focus groups were formed. Students experienced different cultural realities when they were in single sex schools than in coeducational schools. The value of femaleness was higher in the all female school than in the coeducational settings, and females in the single sex setting had a higher sense of efficacy and individual power than did females in the coeducational setting. Embedded in the culture of the coeducational institution was the lack of recognition of femaleness, and even its devaluation. In the female system, however, being female was an explicit part of the culture. The coeducational setting that once had been all male emphasized uniformity and obedience to authority, while the all-female setting emphasized individuality and perhaps even encouraged rebellion. Appendixes contain the questionnaires completed before and after coeducation at the previously male school. (Contains 1 table and 31 references.) (SLD)

ED 421 593 UD 032 445

Wong, Kenneth K.
Laying the Groundwork for a New Generation of Policy Research: Commentary on "Knowledge Utilization in Educational Policy and Politics." Spotlight on Student Success No. 303.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.; A complete version of the article can be found in "Educational Administration Quarterly," v34 n1 p141-46 Feb 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgeting; *Educational Policy; Educational Research; Elementary Secondary Education; Futures (of Society); Higher Education; Incentives; *Policy Formation; *Research Utilization; Retrenchment; *Scholarship; *Schools of Education; Teacher Education

This research digest reports that the field of educational policy is faced with an interrelated set of challenges for the future: producing high quality work while ensuring that paradigmatic ideas are useful for operational purposes. Scholarship in educational policy faces two kinds of institutional problems. The first is the retrenchment in the higher education sector. Education as a graduate field of study is becoming vulnerable as universities downsize. A second problem is that educational policy is a field with a high degree of permeability, one that does not often export paradigmatic ideas to the broader social science and policy community. Fostering a close connection between conceptual work and intervention design is made complicated in the educational community by institutional inertia, competing paradigms, and political influences. Nevertheless, the research community is beginning to take a more active policy role. This action has politicized the manner in which large-scale research is organized, and has put the research community under great public pressure to get involved in school reform. These two constraints lead to long term challenges that call for these renewal efforts: (1) being fiscally autonomous with university educational studies programs while maintaining programmatic connection to the liberal arts; (2) creating incentives for researchers to collaborate in an effort to link conceptual knowledge to operational concerns; and (3) earning the reputation that the educational policy field is intellectually exciting and methodologically robust. (SLD)

ED 421 560 UD 032 411

Passing on Failure: District Promotion Policies and Practices.

PUB DATE- 97
NOTE- 60p.; Appendix C has been separately published with slight modification, see UD 032 410.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; Educational Policy; *Educational Practices; Elementary Secondary Education; *Grade Repetition; Low Achievement; *School Districts; *Student Promotion; Surveys; Tables (Data)
IDENTIFIERS- *Social Promotion

This study reviews research and looks at promotion policies in 85 school districts, including the United States' 40 largest districts, describes the practices that support social promotion, and identifies the policy changes that will be necessary to break the social promotion-retention-social promotion cycle. Social promotion prevails in these school districts because many districts implicitly support it and because in most districts there are no agreed-on, explicit standards of performance against which student progress can be judged and on which a credible and defensible promotion decision can be made. Teachers rarely have the final authority on retention decisions. There are few provisions for programs to prevent or intervene when students fall behind. Policies to help underachieving students must address the underlying causes of failure. For some students, repeating a grade may make sense, but for the majority of underachieving students, systemic change is required. Policies and practices must address the lack of standards, undemanding curriculum, underprepared teachers, and administrative indifference that undermine achievement. To eliminate social promotion, the following actions are required: (1) instituting polices to prevent early school failure; (2) adapting rigorous grade-by-grade standards; (3) providing timely intervention for students who are falling behind; (4) placing well-trained teachers in every classroom; (5) making it a top priority to give all teachers opportunities to learn how to teach students to read; and (6) learning from schools and districts that have successfully implemented research-based reforms. Three appendixes contain a list of districts participating in the survey, the criteria of the American Federation of Teachers for judging the quality of student achievement standards, and descriptions of four promising programs for raising student achievement. (Contains 6 tables and 44 references.) (SLD)

ED 421 576 UD 032 428

Lovejoy, Meg; Westheimer, Miriam
Voices from the Field: A Case Study of One Inner-City HIPPY

Program.
SPONS. AGENCY- Save the Children Federation, Inc.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Case Studies; *Disadvantaged Youth; Financial Support; *Home Instruction; Home Visits; Inner City; Literacy; *Parents as Teachers; Preschool Children; Preschool Education; Program Evaluation; Urban Areas
IDENTIFIERS- *Home Instruction Program Preschool Youngsters

As the case study of one particular Home Instruction Program for the Preschool Youngster (HIPPY) project, this study is designed to allow others to reflect on their own program experiences. HIPPY was developed in 1969 by the National Council of Jewish Women's Research Institute for Innovation in Education at the Hebrew University in Jerusalem (Israel). The first HIPPY programs in the United States began in 1984, and by the 1990-91 school year there were 41 HIPPY programs in 16 states. In the U.S., HIPPY is a 2-year program in children of 4 and 5 are instructed by a parent using program materials available in both Spanish and English. Parents receive weekly contact, either through home visits from paraprofessional trained by the program or in group meetings. The site of the study, "Brownswell," is a large community in an major city in the Northeast. In Brownswell, group meetings are held only once a month. Data came from site visits, the review of program documents, and interviews with 5 parents and 7 paraprofessionals, each working with 7 to 10 mothers. This was the third and last year of Brownswell's HIPPY program. Personnel changes in the sponsoring agency were detrimental to the funding efforts. Funding changed to a year-to-year basis, creating a sense of uncertainty. The program manager resigned, and was replaced, and the number of families served was reduced. HIPPY did sponsor a community literacy program, a voter registration drive, and the establishment of a HIPPY library featuring African American books. The experiences of this program show much about the operation of a home visitation preschool program in an urban area. Although there was no HIPPY program in Brownswell by the end of the study, there was interest in re-establishing the program. Appendixes describe the curriculum, present aide, parent, and group interviews, and contain a report of a quasi-experimental study of HIPPY. (SLD)

ED 421 594 UD 032 447

Bryk, Anthony S.; Sebring, Penny Bender; Kerbow, David; Rollow, Sharon; Easton, John Q.

Charting Chicago School Reform: Democratic Localism as a Lever for Change.

PUB DATE- 98

NOTE- 383p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Community Control; *Community Involvement; *Decentralization; Democracy; *Educational Change; Elementary Secondary Education; Institutional Autonomy; School Based Management; *School Restructuring; Tables (Data); *Urban Schools

IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils; Reform Efforts

In 1989, Chicago (Illinois) Public Schools began an experiment with the radical decentralization of power and authority. This book tells the story of what happened in Chicago's elementary schools in the first four years of this reform. Implicit in the reform was the theory that expanded local democratic participation would stimulate organizational change in the schools, which in turn would foster improved teaching and learning. With longitudinal case study data on 22 schools, survey responses from principals and teachers in 269 schools, and supplementary system-wide administrative data, the authors identify 4 types of school politics: (1) strong democracy; (2) consolidated principal power; (3) maintenance; and (4) adversarial. Findings suggest that in about one third of the schools, expanded local democratic participation served as a strong level for systemic changes focused on improved instruction. Case studies of six actively restructuring schools illustrate how the principal's role is recast under decentralization, and how ideas and information from external sources are brought to bear on school change initiatives. (Contains 14 tables, 42 figures, and 266 references.) (SLD)

ED 421 561 UD 032 412

Green, Robert L.
African American Community Education Partnership Summit: Focusing on Reading & Mathematics Achievement. Position Paper.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Black Students; Disadvantaged Youth; Educational Change; Elementary Secondary Education; *Mathematics Achievement; Parent Participation; Partnerships in Education; Poverty; *Reading Achievement; Student Attitudes; *Urban Schools
IDENTIFIERS- African Americans

This document was produced as a position paper for background for a summit convened by the San Francisco Unified School District (California) to focus on the education and achievement of African American students. The Education Partnership Summit had the principal goal of developing strategies and techniques to increase the mathematics and reading performance of African American students in the school district. A secondary goal was to strengthen parental, community, peer, and teacher support for the achievement of African American students to equal the national average within 2 years. In addition to the principal address by the Superintendent of Schools and a plenary address by the Mayor of San Francisco, the Summit was to feature five major workshops, focusing reading and mathematics achievement, student attitudes and participation, parent participation, and increasing self-esteem and student achievement. The following sections provide information on topics to be explored in the Summit: (1) "Introduction"; (2) "Education Summit Workshops"; (3) "The African American Community and the San Francisco Unified School District"; (4) "A Brief Overview"; (5) "Judge Orrick and the Consent Decree"; (6) "Pursuing Educational Reform and Increasing Student Achievement": (7) "The Effects of Poverty on Educational Achievement"; (8) "Overcoming Poverty"; (9) "Educational Failure and Imprisonment"; (10) "The Economic Rewards of Educational Achievement"; (11) "Effective Administrative Leadership"; (12) "Educational and Political Partnership To Increase Student Achievement"; (13) "Parental Involvement and Student Success"; and (14) "References." Appendixes include a list African American youth achievers in the school district, a description of successful program efforts to support African American youth achievers, and lists of Summit committee members and San Francisco Unified School District's Board of Education members. (Contains 31 references.) (SLD)

ED 421 577 UD 032 429

Krei, Melinda Scott
Inequities in Teacher Allocation: Policy and Practice in Urban School Districts.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Educational Policy; Elementary Secondary Education; *Equal Education; Minority Groups; School Districts; Teacher Competencies; Teacher Education; Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand; *Urban Schools; Urban Teaching

Using data from three urban school districts, this paper examines policies and practices that contribute to inequities in the allocation of well-qualified, experienced teachers within these school systems. The research attempts to focus on some of the subtle and less directly observable influences on school district policies and practices. Semi-structured interviews were conducted in urban school districts in a Northeastern central city, a large Southeastern metropolitan area, and a smaller Southeastern district. Respondents included nine school administrators, three district officials, a retired principal who supervises student teachers, and an education specialist with the local government. Although the small size of the sample makes generalization difficult, the data provide insights into practices that have not been widely examined. Administrators in low-income schools agree that they have smaller, lower-quality applicant pools, and that their difficulties in developing relationships with student teacher programs places them at a further disadvantage in hiring. Due to seniority-based transfer provisions, effective teachers that principals are fortunate enough to recruit often leave after they accumulate a few years of experience. Unsatisfactory teachers tend to remain in place until an exchange for another marginal teacher is arranged. Low-income schools cannot count on parent pressure for high standards to influence their teachers. Obviously some conditions associated with inequities in teacher allocation are more amenable to redress through policy changes than others, but districts can improve access to quality teaching. Of critical concern is the ability to find incentives that will help attract and retain effective teachers. Methods of dealing with teacher transfer must be developed, and ways to promote relationships with teacher training programs will be needed. The commitment by a district's leadership to better resource allocation and personnel policies that allow low-income schools to recruit more desirable teacher candidates is needed. (Contains 29 references.) (SLD)

ED 421 595 UD 032 448

Monroe, Lorraine
Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom. First Edition.
PUB DATE- 97

NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Disadvantaged Youth; *Educational Administration; Educational Attainment; Elementary Secondary Education; *High Achievement; Inner City; Personal Narratives; *Principals; Public Schools; Urban Schools; *Urban Youth
IDENTIFIERS- New York City Board of Education

Lorraine Monroe, founder of the Frederick Douglass Academy, a public school that promises inner-city students an education comparable to that of an elite suburban school, tells her own story of overcoming obstacles to become a respected educator. Monroe grew up in Harlem in a broken home after the departure of an abusive father. Following her graduation from Hunter College, she became a classroom teacher and then a principal. Through decades of work, she developed her "Monroe Doctrine," a leadership method that emphasizes concern for students, respect, structure, hard work, and openness to new ideas. Much of the book focuses on the Frederick Douglass Academy and its programs of caring, disciplined creativity, and refusal to accept mediocrity. (SLD)

ED 421 562 UD 032 413

Shokraii, Nina H.
Why Catholic Schools Spell Success for America's Inner-City Children. Backgrounder No. 1128.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Catholic Schools; Disadvantaged Youth; Elementary Secondary Education; Inner City; *Instructional Effectiveness; Low Income Groups; Public Schools; *School Choice; Selection; Urban Schools; *Urban Youth

Catholic schools have had astonishing success in working with inner-city children. Recent research has confirmed that the performance of students in Catholic schools surpasses that of urban public school students, usually at lower cost. A recent survey also indicated that 83% of public school parents and 82% of inner-city poor parents want parochial schools to be included in the choice of schools to which they can send their children. Three legislative proposals now before Congress would give inner-city low-income parents the opportunity to send their children to the public, private, or parochial school of their choice. Descriptions of typical Catholic schools show how they overcome the financial hardships to deliver astounding results because they possess the following ingredients that make the schools work well: (1) strong institutional leadership and school autonomy; (2) shared values among the staff about school goals; (3) a safe and orderly environment; and (4) core curriculum requirements and high expectations for all students regardless of background. Opponents of school choice often state that Catholic schools succeed because they can pick and choose students, they have more freedom to dismiss disruptive students, and their parents are more involved in their children's education. The evidence, however, demonstrates otherwise. The success of Catholic education has been well documented, but prejudice against allowing inner-city parents to choose Catholic schools for their children lingers. Over the past several years, Cardinal O'Connor has asked New York City to let the Catholic schools educate the lowest-performing 5% of the city's students, but the board of education has not accepted the suggestion. Research shows that Catholic schools help students achieve academically and reduce the likelihood that students will drop out. The criticism that studies that find that Catholic students outperform public school students fail to take selection bias into account is being countered by recent studies that are controlling for selection bias. These studies are also supporting the value of Catholic schools for inner-city children. An attachment summarizes information about the efficacy of Catholic schools in support of the District of Columbia Opportunity Scholarship Act, one of the proposals before Congress. (SLD)

ED 421 578 UD 032 430

Corrigan, Stephanie Zweig
A Case Study of Cultural Misinterpretations of Behavior in One Preservice Teacher's Lesson.

PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Awareness; Cultural Differences; Education Majors; Elementary Secondary Education; Higher Education; Knowledge Level; *Preservice Teachers; *Racial Differences; Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship

This exploratory study examined the interactions of preservice teachers with their pupils to determine if differences in interaction were seen. Explorations of teacher thinking, particularly the social cognitive process of trait attribution and the role of cultural background experiences, were key areas of analysis. The literature reviews suggested that white preservice teachers with little background experience with diverse cultures would be more likely to interpret the behavior of pupils from diverse cultures according to their own cultural norms, making incorrect attributions of intent and motivation, while those with more experience would be more likely to suspend judgment to gather more information or take the pupils' cultural norms into consideration when interpreting or responding to pupil behaviors. Four white female preservice teachers were selected based on their extreme responses to a cultural background survey. Two preservice teachers had more background experiences with diverse cultures, while two had less cultural background experiences. Two lessons were videotaped for each preservice teacher during their solo teaching period. Then stimulated recall interviews were conducted with the teachers and several pupils for each videotape. Preservice teachers also kept daily journals in which they were asked to focus on pupil behaviors and management issues. Differences in preservice teachers' interactions were found that followed the pattern suggested by the literature. This paper is a case study of one of the participants, a preservice teacher with little cultural experience. Lack of knowledge of cultural norms was found to affect her interpretations of pupil behavior. (Contains 21 references.) (Author/SLD)

ED 421 596   UD 032 449

Gill, Walter
A Common Sense Guide to Non-Traditional Urban Education.
PUB DATE- 98
NOTE- 358p.; Foreword by James McPartland; introduction by Molefi Kete Asante.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict Resolution; Cultural Awareness; Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; *Equal Education; Minority Groups; *Nontraditional Education; *Teacher Role; *Urban Schools; Urban Teaching; Vocational Education; Year Round Schools
IDENTIFIERS- *Afrocentrism; Rites of Passage

This collection of 29 unusual and interesting articles in 19 chapters addresses the issues of urban education from several provocative angles. The book outlines how cultural traditions of minority groups can be the fulcrum for positive educational change, and the special challenges of growing up as a male from a minority background. Some articles provide insight into the role of the urban teacher and the characteristics necessary to succeed with students in city schools. The author and the other contributors explore many successful and innovative approaches to the problems of urban schools, including the following: (1) year-round schooling; (2) rites of passage; (3) conflict resolution; (4) holistic student development; (5) vocational and technical training; (6) gender equity; (7) Afrocentric curriculum; (8) positive use of gangs; (9) culture and multimedia; and (10) educational centers. (Contains numerous references.) (SLD)

ED 421 597 UD 032 450

MacCann, Donnarae
White Supremacy in Children's Literature: Characterizations of African Americans, 1830-1900. Children's Literature and Culture Series, Volume 4. Garland Reference Library of Social Science Series, Volume 1043.
PUB DATE- 98
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Blacks; *Childrens Literature; *Civil War (United States); Slavery; Social Attitudes; *Stereotypes; *United States History
IDENTIFIERS- *African Americans; *White Supremacy

Literature written for children is often an unselfconscious distillation of a national consensus or a national debate. The characterizations of African Americans in U.S. children's literature show how the white supremacy myth infected the mainstream collective consciousness and the degree to which features of the slavery era were retained. The antislavery cause vanished in the era of peace following the Civil War, and legal emancipation was neutralized in public consciousness by racist stories that portrayed black identity as of less value than white identity. This study selects a book sample that reveals the specific ideas about blacks that were circulating widely. The following chapters are included: (1) "Ambivalent Abolitionism"; (2) "Sociopolitical and Artistic Dimensions of Abolitionist Tales"; (3) "Personal and Institutional Dimensions"; (4) "Children's Fiction" (first chapter in the section on postbellum years); (5) "The Social/Political Context"; (6) "Literary Lives"; (7) "Postwar Institutions"; (8) "Literary Methods and Conventions"; and (9) "Conclusion." Fifty-four sources are listed for children's readings, and 191 sources are listed for additional reading. (SLD)

ED 421 563 UD 032 414

Hoffman, Donna L.; Novak, Thomas P.

Bridging the Digital Divide: The Impact of Race on Computer Access and Internet Use.

PUB DATE- 98
NOTE- 13p.; Version of the article "Bridging the Racial Divide on the Internet," published in "Science," April 17, 1998.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Computer Uses in Education; Educational Attainment; *Educational Technology; Elementary Secondary Education; Equal Education; *Income; *Internet; Minority Groups; *Racial Differences; Whites
IDENTIFIERS- *Access to Technology; African Americans; *Computer Use

The differences between Whites and African Americans in the United States with respect to computer access, which is the current prerequisite for Internet access and World Wide Web use, were studied. The question was whether observed race differences in access and use can be accounted for by differences in income and education, how access impacts use, and when race matters in the calculation of equal access. Whites are more likely than African Americans to have a computer in their homes (44.2% compared to 29.0%), but African Americans are more likely to state that they would like to acquire access to a computer. Whites are more likely to have used the Web (26% versus 22%). Increasing levels of household income corresponding to increased likelihood of owning a home computer, regardless of race. Increasing levels of education correspond to an increased likelihood of work computer access, regardless of race. People who owned a home computer and had access to a work computer were much more likely than others to have used the World Wide Web in the past 6 months. When students are considered, race almost always makes a difference. White students lacking a home computer, but not African American students, appear to find an alternative means of accessing the Internet. These results have certain implications for policy with regard to computer access. African American students need multiple points of computer access. To ensure the participation of African Americans in the information revolution, it is critical to improve the educational opportunities of African Americans. Results also indicate that if access is ensured, use will follow. (Contains 5 figures and 20 references.) (SLD)

ED 421 580 UD 032 432

Homeless Families Today: Our Challenge Tomorrow. A Regional Perspective.

PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Economically Disadvantaged; *Educational Attainment; *Family Characteristics; *Homeless People; Low Income Groups; *Parents; Policy Formation; *Public Policy; Urban Problems; Urban Youth; Violence
IDENTIFIERS- *Shelters

In order to increase the knowledge base on the public policy issues pertaining to family homelessness, Columbia University and the Institute for Children & Poverty designed and implemented an extensive survey on the demographics of homeless families. Data on more than 140 variables were collected from 743 homeless heads-of-households in the spring of 1997. The parents who were interviewed resided in 14 emergency and transitional family shelters in New York City and northern New Jersey. This research shows that the typical homeless parent is a young unmarried mother with two or three young children, who grew up in poverty and typically experienced or witnessed domestic violence at some point in her life; never completed high school, often dropping out because of pregnancy, and she has at least one child suffering from a chronic health problem. Before becoming homeless, this typical mother lived with parents, a partner, or doubled up with someone else. Typically, this parent is unemployed and entirely dependent on public assistance. These findings illustrate the complexity of family homelessness, but the multiple issues surrounding homeless families must be individually examined and addressed before an effective response can be initiated. Policy makers and the public must take notice of the hundreds of thousands of homeless families, and then take effective strategies to break the cycle of poverty and homelessness. This regional snapshot is a first step toward avoiding future crises. (Contains 2 tables and 12 figures.) (SLD)

ED 421 579 UD 032 431

Probst, Lynette; Maddahian, Ebrahim
Los Angeles Unified School District's Response to Assembly Bills 922 and 2834: A Preliminary Report. Publication No. 651.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Expulsion; *High Risk Students; Interviews; *Nontraditional Education; Out of School Youth; Program Implementation; *State Legislation; Student Placement
IDENTIFIERS- California; *Los Angeles Unified School District CA

California Assembly Bill 922 was signed into law as an urgency measure in October 1995. It assigned responsibility for expelled students to counties and school districts. This report is the first of a series of evaluation reports that will be disseminated on programs implemented in the Los Angeles Unified School District (LAUSD) to satisfy the mandates of Assembly Bills 922 (AB 922) and 2834 (AB 2834) (not discussed in this document). It presents information obtained from interviews with 10 key LAUSD personnel who are knowledgeable about district conditions prior to AB 922 and who have been or are currently involved with the implementation of AB 922. This report was originally intended to summarize interview responses for immediate feedback to interviewees as they continue the process of program implementation. However, it has evolved into a document that may prove useful for a larger audience that wants a context for understanding the initial phases of AB 922 programs. Interviewees considered the AB 922 programs highly beneficial because they provide educational and rehabilitative services to a group of at-risk students. The following six elements were emphasized as primary benefits resulting from the implementation of AB 922 programs: (1) establishment of AB 922 counselors; (2) an increase in services to parents; (3) improvements in classroom instruction; (4) the creation of student accountability; (5) a reduction in the time in which students are out of school during the expulsion process; and (6) improvements in students' grades and self-esteem. Interviewees also identified problems with the implementation of AB 922. The primary problems were related to difficulties in finding placements for expelled students, aspects of the district's zero tolerance policies, the lack of technology and resources, and principal cooperation with the referral process. Interviewees proposed suggestions for enhancing the positive aspects of the AB 922 programs and solving problems encountered in implementation. The report concludes with a summary of plans for the future evaluation of AB 922 programs. (Contains two figures.) (SLD)

ED 421 598 UD 032 451

All Different, All Equal. A Pack of Educational Materials for Schools To Develop an Understanding of Racism and Increase Awareness of the Many Cultures in Our World. For Key Stage 3 and 4 Pupils.

PUB DATE- 97
NOTE- 43p.; Supported by Sedgwick Community Partners, England.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum; Foreign Countries; *Instructional Materials; *Multicultural Education; Racial Bias; *Racial Discrimination; Secondary Education; *Secondary School Students
IDENTIFIERS- England; Middle School Students

These curriculum materials have been designed to challenge the ignorance that causes prejudice and racism. They have been produced for use in a variety of educational settings and in conjunction with other curricula for students in Key Stages 3 and 4. They target students in British counties that are predominantly white, such as Norfolk (England), so that these students can learn about racism. Each of the eight lessons has been designed for use with a class size of 30 in a 60-minute period. All the lessons include tutor notes and a suggested lesson plan. The following lessons are included: (1) "Introduction to Prejudice," a simulation exercise and photograph activity; (2) "Stereotyping in Action," a drama-based lesson; (3) "Roots of Racism and Positive Achievements," an educational quiz; (4) "Local Racism: 'ColourBlind' in Norfolk?," a video-based lesson; (5) "Racist Incidents: Not in Norfolk!," rehearsing for reality; (6) "Dealing with Racist Comments," examining the subtleties of racism; (7) "Combating Racism," a poster-based session; and (8) "Doing It Ourselves," an opportunity to suggest your own solutions. Appendixes include a glossary of terms used in the lessons and some suggested resources and contacts for further information. (SLD)

ED 421 599 UD 032 453

Frase, Larry E.

An Examination of Teachers' Flow Experiences, Efficacy, and Instructional Leadership in Large Inner-City and Urban School Districts.

PUB DATE- 98
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administration; Educational Practices; Elementary Secondary Education; *Inner City; Job Satisfaction; *Principals; *Self Efficacy; Tables (Data); Teacher Attitudes; *Teachers; *Urban Schools
IDENTIFIERS- *Flow Characteristics

A study was conducted to determine the linkages between a number of variables and frequency and quality of teacher flow experiences. The research was based on the assumptions that administrative behavior can both positively and negatively affect the frequency of teacher flow experiences and that frequent and enhanced flow experiences are directly related to positive spirit, job satisfaction, and enhanced motivation to improve work performance. Flow is the word used by research participants to describe their feelings when they experience control of their actions. Participants in the quantitative portion of the study were 201 teachers from 2 large inner-city school districts. The 16 participants in the qualitative analysis were in large urban, suburban, or inner city districts. A number of linkages between organizational practices, principal practices, and teacher practices and flow were identified from the quantitative and qualitative analyses in this study. Principal "management by wandering around" (frequent classroom visits) practices predicted organizational efficacy, the perceived efficacy of others, and teacher value of teacher evaluation, and was strongly related to flow experiences. Also related to flow experiences was teacher self-efficacy, perceived self-efficacy of others, and organization efficacy. Other linkages related to flow are described. An appendix contains the teacher self-assessment instrument. (Contains 6 tables, 2 figures, and 75 references.) (SLD)

ED 421 564 UD 032 415

Lei, Joy L.
(Op)posing Representations: Disentangling the Model Minority and the Foreigner.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; Disadvantaged Youth; Educational Experience; Elementary Secondary Education; Foreign Nationals; Immigrants; *Labeling (of Persons); Racial Differences; *Racial Discrimination; *Stereotypes
IDENTIFIERS- *Model Minority Groups

This paper examines how the representations of Asian Americans as the model minority and as perpetual foreigners play off one another to shape the positioning and experiences of Asian American students in U.S. schools and maintain the dominant racial order in the United States. Although the representation of Asian Americans as a high-achieving and assimilated racial group (i.e., the model minority) may appear to be a positive stereotype, it serves hegemonic functions (in the way it maintains White supremacy), homogenizes the diversity among Asian Americans, and perpetuates the notion that Asian Americans do not face racism or have any social needs. Co-existing with the model minority stereotype is the foreigner representation. Asian Americans constantly and continually face assumptions of them as foreigners and as "unAmerican," regardless of the generation in the United States they represent. This representation denies Asian Americans their "American" status and maintains their position outside the mainstream culture. The model minority representation functions as defining the "good" Asian while the foreigner representation functions as defining the "bad" Asian. Both representations demand that Asian Americans meet model minority standards and deny, relinquish, and reject any part of them that is perceived by the dominant culture as being "foreign." Yet, Asian Americans can never shake the foreigner label and are resented for their position as model minorities. The two seemingly opposing representations place Asian American students in a peculiar and vulnerable position in the racial order that affects not only how they are treated and perceived by nonAsians but also how they perceive themselves and the people around them (nonAsians). Other ways in which these influences affect the schooling experience of Asian Americans are explored. Analyzing the hegemonic process may help Asian Americans break free so that they can make choices that are based more on themselves than on others. (Contains 22 references.) (Author/SLD)

ED 421 581 UD 032 433

Day to Day...Parent to Child. The Future of Violence among Homeless Children in America.

PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Experience; Economically Disadvantaged; *Educational Attainment; *Family Characteristics; *Homeless People; Low Income Groups; *Parent Child Relationship; Parents; Poverty; Training; Urban Problems; *Violence
IDENTIFIERS- *Shelters

The majority of parents now living in homeless shelters, typically young single mothers with one or two children under the age of six, have spent their lives spiraling downward through a complex and self-perpetuating cycle of family violence, community violence, and poverty. Sixty-three percent of homeless parents, a survey has found, live with family violence as adults, and 70% of homeless parents experienced family violence when they were children. Worse yet, today's homeless children will likely follow in their parents' footsteps when they grow up. Until society provides and prioritizes violence intervention and access to the basic education required to eliminate the need for reliance on an abuser, homeless shelters across the country will continue to see a stream of future victims and abusers, dependent on emergency services for survival. The plague of family violence does not distinguish between rich or poor, but its impact is most devastating on the poorest of the poor, families who live doubled up or in shelters with few options other than dependence on an abuser. Programs offered in shelters that integrate violence awareness and independent living skills into a structured learning environment succeed in reaching both the identified and unidentified victims of family and community violence. These programs can ensure that more parents and children learn to recognize violence, gain life and job skills, and develop the self-esteem necessary to walk away from abusive situations. Shelters can become places in which families learn to substitute the pain and frustration of violence with an educational investment in themselves. (Contains two figures and two tables.) (SLD)

ED 421 600 UD 032 454

Hall, Beverly
State Intervention in the Newark Public Schools. Occasional Paper 1997-98. Educational Policy Conversations.
PUB DATE- 98
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; Achievement Gains; Decentralization; Educational Administration; *Educational Improvement; Elementary Secondary Education; Government School Relationship; Public Schools; School Based Management; State Legislation; State Regulation; *State School District Relationship; *Urban Schools
IDENTIFIERS- *Newark School System NJ

In 1993 the New Jersey Department of Education documented a range of criminal and unethical conduct in the Newark public schools, and state investigators found major deficiencies in administration, educational programs, and finance. In 1995, the courts ordered the state takeover of the Newark school district. This report, by the State District Superintendent of the Newark Public Schools, outlines the steps being taken to provide a better education for the city's children. Initial reorganization of the central office redirected $26.3 million dollars into education programs, including full-day kindergarten. An Advisory Board was established, but the state retained control over personnel matters. The legislation specifies that, after 5 years, local control can be restored if the district meets specific benchmarks, but the state can retain control as it has with two other New Jersey districts. To ensure sound governance after local control is re-established, a Strategic Plan has been developed, with 11 objectives. Implicit in each objective is increased accountability of all constituent groups, and each of the 11 addresses creating the best climate and support systems needed for children to succeed in the classroom and in the future. Governance is a key area of the school reform, and efforts are concentrating on shifting the locus of control, and economic and human capital, to School Leadership Teams (SLTs). Each SLT is led by an assistant superintendent responsible for 14 to 16 schools, each of which will have a building-level School Core Team. Principals have been given authority to develop their own budgets and select their own staff. Parental involvement is an important part of the change process, as are community partnerships. (SLD)

ED 421 565 UD 032 416

Valverde, Leonard A.
Latino Communities: 1998 Perspective on School Desegregation.
PUB DATE- 98
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Attitudes; *Educational Change; Elementary Secondary Education; *Equal Education; Ethnic Groups; *Hispanic Americans; Public Opinion; Public Schools; *Resource Allocation; *School Desegregation; Surveys
IDENTIFIERS- *Latinos

To determine how Hispanic Americans in various professional roles prioritize the importance of school desegregation and its continuation, a brief survey was conducted with approximately 20 people in January 1998. The school segregation of Hispanic students has a long history in the United States, and Hispanics have waged efforts comparable to those of African Americans to desegregate public schools. A questionnaire was designed for the study containing three open-ended questions about segregation and one asking for suggestions. Nine responses were received, from researchers, school superintendents, professors, a lawyer, and a school trustee. The overall view, held by all respondents, was that school desegregation was no longer as high a priority as it was at its zenith, around 1966 at the time of the Keys case in Colorado. At that time, school desegregation was viewed by the Hispanic community as a major legal strategy to improve the educational experience of Hispanic students. Today, the strategy considered most likely to improve education for Hispanic students is the allocation of more resources through equitable funding. The respondents who were educators thought that efforts to improve funding and instructional practices should be pursued more aggressively. Although their focus has shifted, respondents continue to concentrate on the original purpose of desegregation, the improvement of education for Hispanic Americans. Teacher education and early childhood education programs were among the initiatives respondents thought should be the focus of new resource allocation. (Contains one table and eight references.) (SLD)

ED 421 566 UD 032 417

Averitt, Debbie Lee
In Search of Common Ground. A Briefing Paper on School Reform & the Religious Right.

PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict; Conservatism; *Educational Change; *Educational Philosophy; Educational Policy; Elementary Secondary Education; *Outcome Based Education; *Public Schools; Religious Cultural Groups; School Restructuring; Traditionalism
IDENTIFIERS- *North Carolina; *Religious Right

This document provides a background for understanding the conflicts surrounding educational reform and the reactions of the religious right, and it outlines critical implications for policymakers, educators, business leaders, and other interested citizens in North Carolina. Both educational reformers and the religious right agree on the need to improve the schools, but their differences are rooted in widely differing paradigms. The religious right believes that truth is absolute, and that it is the purpose of education to teach these absolutes, while educational reformers see the purpose of contemporary education as teaching students to think for themselves and to develop informed judgment, self-reliance, responsibility, and tolerance. A look at the politics of dissent makes it clear that the religious right has become more sophisticated and effective in recent years. In the 1990s, the focus of religious right opposition to school reform has shifted to local political activity frequently directed by national organizations with well-orchestrated plans. One widespread reform, outcome-based education (OBE), has become the rallying point for the religious right's campaign against reform. In theory, OBE defines desired outcomes of education and measures progress on actual achievement, but in practice it represents a major shift in focus in that attention and incentives are centered around student achievement instead of inputs such as class hours and curriculum requirements. To the religious right, however, OBE is a program that hampers bright students, substitutes psychotherapy for the "three "R's," and usurps parental authority by including values among the goals of public education. In North Carolina, Gaston County's OBE-based Odyssey program has been the center of controversy about school education, although the experiences of North Carolina's Johnston County show that acceptance can be gained if the program is tailored to local wishes. Educational improvement in North Carolina depends on the search for common ground among opposing viewpoints. Implications are outlined for policymakers and legislators, school board members and superintendents, and business leaders and Chamber of Commerce members. (SLD)

ED 421 582 UD 032 434

Rock, Brian, Ed.
Spirals of Suffering: Public Violence and Children.
PUB DATE- 97
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apartheid; Blacks; Child Welfare; *Children; Civil Rights; *Demonstrations (Civil); Elementary Secondary Education; Foreign Countries; *Political Influences; Posttraumatic Stress Disorder; *Racial Segregation; *Violence
IDENTIFIERS- *South Africa

This book is a collection of papers on the effects of public violence on children in South Africa. Section 1 of this report is an overview of the findings of South Africa's Goldstone Commission of Inquiry into the Effects of Public Violence on Children. Section 2 concentrates on assessing problems and intervening to relieve them. The following essays are included: (1) "Introduction" (Brian Rock); (2) "Overview" (Norman Duncan and Brian Rock); (3) "Children and Violence: Quantifying the Damage" (Norman Duncan and Brian Rock); (4) "Going beyond the Statistics" (Norman Duncan and Brian Rock); (5) "Survey of Organizations Providing Services to Children" (Norman Duncan and Brian Rock); (6) "Inquiry Recommendations" (Norman Duncan and Brian Rock); (7) "Advisory Panel Recommendations"; (8) "Assessing the Impact of Violence on Children" (Peter Newell); (9) "Being Human vs. Having Human Rights" (Cosmas Desmond); (10) "Post-traumatic Stress in Children: Presentation and Intervention Guidelines" (Gill Eagle and Catherine Michelson); (11) "Working with Traumatized Children: A Community Project" (Sheila Miller); and (12) "The Survivors of Apartheid and Political Violence in KwaZulu-Natal" (Anne McKay). An appendix lists resource contacts. Each chapter contains references, and there is a reference list for each section. (Contains 28 tables.) (SLD)

ED 421 601 UD 032 455

Ascher, Carol; Ikeda, Ken; Fruchter, Norm
Schools on Notice. A Policy Study of New York State's 1996-1997 Schools under Registration Review Process. Final Report to the New York State Education Department.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Identification; *Low Achievement; State Legislation; *State Regulation; State School District Relationship; Supervision; Tables (Data)
IDENTIFIERS- *New York

In 1996, the Institute for Education and Social Policy at New York University began a 2-year policy study for the State Education Department (SED) of its Schools under Registration Review (SURR) process. The SED identifies and supports New York's low-performing schools for up to 3 years. Then schools that improve are removed from the SURR list, and those that do not are closed or redesigned. The first year of the policy study focused on the effectiveness of SED identification and registration, the capacity of the registration review to identify problems of teaching and learning, and the effectiveness of support to SURR schools. Data were gathered through site visits to 11 schools, document review, and surveys completed by principals and teachers in schools recently undergoing review and schools on the SURR list. Examination of the three areas of study disclosed a number of problems, but four particular areas of tension were identified, and strategies were proposed to deal with each of the four: (1) uniformity versus diversity; (2) performance versus monitoring; (3) standards-setting versus intervention; and (4) capacity-building versus compliance. Analysis suggests that there is a large group of low-performing schools that are not yet designated as SURR. To prevent achievement in those schools from dropping to unacceptable levels, state and local improvement efforts should also be targeted at these schools. (Contains 12 tables, 4 graphs, 5 maps, and 99 references.) (SLD)

ED 421 567 UD 032 418

Ohri, Ashok
The World in Our Neighbourhood: Black and Ethnic Minority Communities and Development Education.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Black Students; *Community Programs; Ethnic Groups; Focus Groups; Foreign Countries; *Minority Groups; Teacher Education; *Urban Schools; Urban Youth

IDENTIFIERS- *Development Education; *United Kingdom

This report is a review of development education and the black and ethnic minority communities in Great Britain. The development education movement in the United Kingdom has been based on producing resources, training, and support to the deliverers of education, whether teachers, youth workers, or community organizers. A feature of the movement has been the formation of a network of local Development Education Centres. In 1997, there were about 40 of these centers located mainly in larger towns and cities. This report is based on interviews, focus groups, and general discussions with a range of individuals from the black and ethnic minority communities and with development education practitioners. In all, about 160 people contributed their views of development education. Black and ethnic minority leaders find themselves operating in both the areas of community development and development education, but funders of development education have not tended to support work in the community organizations. Responses indicate that black and ethnic minorities have not separated development education from their struggles to achieve inclusive education, or their campaigns for justice and rights in Britain. Instead, the development education movement has not actively sought the support of or involvement with the black and ethnic minority communities. The first appendix lists all those consulted for this study, while the second contains a copy of the study questionnaire. Appendix 3 contains the age, gender, and ethnic breakdown of the focus group participants. Appendix 4 illustrates the diversity of black and ethnic minority organizations in two cities. (SLD)

ED 421 583 UD 032 435

Hernandez, Arturo
Peace in the Streets: Breaking the Cycle of Gang Violence.
PUB DATE- 98
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *American Indians; Community Involvement; Delinquency; Disabilities; *Hispanic Americans; *Juvenile Gangs; Teaching Methods; Urban Schools; *Urban Youth; *Violence
IDENTIFIERS- California (Los Angeles); Pima Maricopa Reservation AZ

This book describes the experiences of an inexperienced young teacher who, with the support of parents and teenagers in a Los Angeles (California) neighborhood, created a one-room schoolhouse and began to teach 30 gang members, ranging in age from 13 to nearly 20. He had no teaching credentials or college degree and the school had a tiny budget, but he and the community made a difference in the lives of these young men. The latter part of the book deals with his experiences with gangs in the Pima-Maricopa Indian Community on the Salt River Reservation in Arizona. Here the community takes collective responsibility for the problems of its young people. From these experiences lessons are drawn for others who are interested in working with gangs. The book is divided into four parts. From the experiences described in the first three parts, "Six Gang Members Teach Me that It Takes a Village," "Gathering the Children of the Gang," and "A Village School for the Children of the Gang," provide the material that is distilled in Part 4 into eight steps for a gang-free community. These are: (1) "The Community Affirms All Its Children"; (2) "The Children's Advocate and the Child-Raising Community"; (3) "Creating and Supporting Transformative Schools"; (4) "Parents as Partners, Not Patients"; (5) "Supporting Transitions between Institutions"; (6) "Identifying Disabilities"; (7) "Something To Care about and Take Pride In"; and (8) "Promoting Recovery from Addictions." (SLD)

ED 421 584 UD 032 436

Chavez, Lydia
The Color Bind: California's Battle to End Affirmative Action.
PUB DATE- 98
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Affirmative Action; *Civil Rights; College Admission; Educational History; *Equal Education; Equal Opportunities (Jobs); Higher Education; Minority Groups; Nondiscriminatory Education; *Political Influences; Racial Discrimination; Reverse Discrimination; *State Legislation; United States History
IDENTIFIERS- *California; *Proposition 209 (California 1996)

This book tells the story of the California Civil Rights Initiative (CCRI), which became Proposition 209. This initiative promised to end the use of race and gender preferences in state employment, contracting, and education. The complex motivations and maneuvers of the people, organizations, and political parties involved in the effort to end affirmative action in California are described. In the post-election climate of 1994, the CCRI appeared to be offered at the right time and in the right place for California's Governor Pete Wilson and other Republican presidential prospects. Instead, the campaign resulted in one of the most ironic twists of recent political history, when the Republicans, who expected to use the CCRI to divide the Democrats, found instead that it divided their own party. The analysis probes the national implications of this state initiative in shaping affirmative action for years to come. The following chapters are included: (1) "Origins: Canon and Culture Wars on Campus"; (2) "Hitting A Nerve: The Angry White Males of 1994"; (3) "The Opposition: The Split between Northern and Southern California"; (4) "The Republican Party and Affirmative Action: How a Wedge Issue Cuts Many Ways"; (5) "Feminists, Minorities, and the Democratic Party: Democrats Search for a New Identity Politics"; (6) "The Ground War at Ground Zero: An Attempt To Revive the Grassroots"; (7) "Countdown: A Defining Moment, or the Color Bind"; and (8) "Stumbling to the Finish Line: Dole Grasps for Proposition 209 and the Opposition Reaches for David Duke." One appendix lists prominent figures in the history of the initiative, and the other is a time line. A list of 80 sources for further reading is presented. (SLD)

ED 421 602 UD 032 456

Hammrich, Penny L.
Sisters in Science: A Model Program. Spotlight on Student Success, No. 201.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Constructivism (Learning); Elementary Education; *Elementary School Students; Elementary School Teachers; *Females; Grade 4; Parent Participation; Science Instruction; *Sciences; Student Attitudes; *Student Interests; Summer Programs; Undergraduate Students; Urban Schools; Volunteers
IDENTIFIERS- *Philadelphia School District PA

In an effort to promote females' achievement in science, the Sisters in Science program was developed. Conducted in 2 schools in Philadelphia (Pennsylvania), the program's inaugural year involved 60 fourth-grade girls in 2 elementary schools, an intergenerational corps of 20 women volunteers, 150 undergraduate elementary education students, and 8 inservice teachers. The program seeks to improve girls' attitudes toward science and create a more positive learning environment for minority females and their families. To attain these goals, Sisters in Science has four major components: (1) an in-school constructivist and gender-sensitive science program; (2) an after-school environmental service learning program; (3) a "city rivers exploration" summer camp; and (4) a family education program. Participation in all Sisters in Science activities was quite high, in that 95% of the girls eligible for the program participated in the afterschool component, and 65% attended the summer camp. Findings to date show that the girls who participated in the project demonstrated more positive attitudes toward and enhanced interest and achievement in science and mathematics. Data also show a positive pattern of change in the females' science process and language skills as evidenced by their class participation and the writings in their science journals. (Contains three figures and two references.) (SLD)

ED 421 603 UD 032 457

Violence in the Schools. Developing Prevention Plans. Exercises in Participation Series. Student's Guide and Teacher's Guide.

SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

PUB DATE- 94

NOTE- 169p.; For Staff Development Training Manual, see ED 375 041.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conflict Resolution; Curriculum; *Elementary School Students; Intermediate Grades; *Junior High School Students; Junior High Schools; Middle Schools; Planning; *Prevention; *School Safety; Student Attitudes; *Violence

IDENTIFIERS- *Middle School Students

This two part curriculum includes a student's guide and a teacher's guide designed to help upper-elementary and middle school students better understand violence and work to prevent it in the schools and community. Developing violence prevention plans will help students express their ideas about solutions to violence and will help students examine society's problems. The guide contains specific instructions for each lesson, with an overview, objectives, preparation/materials required, complemented by step-by-step suggestions for classroom implementation. The following lessons are included: (1) "What Is Your Opinion about the Causes of Violence in Our Nation?"; (2) "How Serious Is the Problem of Violence at Madison High School"; (3) "What Can You Learn from Newspapers about the National Problem of Violence and Violence in Schools?"; (4) "How Serious Is Violence in the Nation? How Can We Use Statistics To Help Answer this Question"; (5) "What Are Some Other Ways To Gather Information about Violence in Our Nation and Its Schools?"; (6) "How Can We Find Solutions to the Problems of School Violence"; (7) "What Makes a Good Rule?"; (8) "What Should You Consider in Creating a Plan To Prevent Violence at Madison Middle School?"; and (9) "How Can Your Class Develop a Violence-Prevention Plan for Madison Middle School." A glossary is included. (SLD)

ED 421 604 UD 032 459

Delgado, Richard, Ed.; Stefancic, Jean, Ed.
The Latino/a Condition. A Critical Reader.
PUB DATE- 98
NOTE- 715p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Essays; *Ethnicity; *Hispanic Americans; Immigrants; *Immigration; Minority Groups; Personal Narratives; *Racial Identification; Stereotypes; Urban Problems; Urban Youth
IDENTIFIERS- Latinas; *Latinos

This collection explores the struggles of the varied Latino peoples for identity, recognition, and legitimacy in the United States. Issues such as what it means to be Latino/a, what a just immigration policy should be, relations between Latinos and other cultural groups, and whether being Latino is a race or an ethnicity are explored. The 94 chapters of the collection are grouped into the following sections: (1) "The Shape of the

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(171) Multilingual/Bilingual Materials

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CE - Adult, Career, and Vocational Education

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CE075392	ED420741
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EC - Disabilities and Gifted Education

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JC - Community Colleges

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PS - Elementary and Early Childhood Education

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RC - Rural Education and Small Schools

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RC021567	ED421319
RC021570	ED421320
RC021572	ED421321
RC021573	ED421322
RC021574	ED421323
RC021575	ED421324
RC021577	ED421325
RC021597	ED421326
RC021599	ED421327//
RC021604	ED421328
RC021605	ED421329

SE - Science, Mathematics, and Environmental Education

SE061484	ED421330
SE061485	ED421331
SE061486	ED421332
SE061489	ED421333
SE061501	ED421334
SE061504	ED421335
SE061529	ED421336
SE061530	ED421337
SE061531	ED421338
SE061532	ED421339
SE061533	ED421340
SE061534	ED421341
SE061535	ED421342
SE061539	ED421343
SE061540	ED421344
SE061541	ED421345
SE061542	ED421346
SE061543	ED421347
SE061545	ED421348
SE061546	ED421349
SE061547	ED421350
SE061556	ED421351
SE061566	ED421352
SE061588	ED421353
SE061597	ED421354
SE061606	ED421355
SE061612	ED421356
SE061613	ED421357
SE061614	ED421358
SE061615	ED421359
SE061624	ED421360
SE061626	ED421361
SE061636	ED421362//
SE061648	ED421363
SE061678	ED421364
SE061687	ED421365
SE061688	ED421366
SE061691	ED421367
SE061702	ED421368

SO - Social Studies/Social Science Education

SO027999	ED421369
SO028000	ED421370
SO028001	ED421371
SO028002	ED421372
SO028003	ED421373
SO028004	ED421374
SO028005	ED421375
SO028006	ED421376
SO028007	ED421377
SO028407	ED421378
SO028444	ED421379
SO028446	ED421380
SO028450	ED421381
SO028452	ED421382
SO028453	ED421383
SO028454	ED421384
SO028455	ED421385
SO028471	ED421386
SO028478	ED421387
SO028482	ED421388
SO028504	ED421389
SO028506	ED421390//
SO028508	ED421391
SO028736	ED421392
SO028755	ED421393
SO028789	ED421394
SO028805	ED421395//
SO028808	ED421396//
SO028855	ED421397
SO028856	ED421398
SO028892	ED421399//
SO028894	ED421400
SO028895	ED421401
SO028917	ED421402
SO028918	ED421403
SO028919	ED421404
SO028922	ED421405
SO028932	ED421406//
SO028964	ED421407
SO028966	ED421408
SO028967	ED421409
SO028973	ED421410
SO028980	ED421411//
SO029034	ED421412//
SO029037	ED421413
SO029038	ED421414
SO029054	ED421415
SO029055	ED421416
SO029057	ED421417
SO029064	ED421418
SO029067	ED421419
SO029068	ED421420
SO029069	ED421421
SO029070	ED421422
SO029071	ED421423
SO029072	ED421424
SO029073	ED421425
SO029074	ED421426
SO029075	ED421427
SO029076	ED421428
SO029077	ED421429
SO029078	ED421430
SO029079	ED421431
SO029080	ED421432
SO029081	ED421433
SO029082	ED421434
SO029083	ED421435
SO029084	ED421436
SO029085	ED421437
SO029086	ED421438
SO029103	ED421439
SO029232	ED421440
SO029238	ED421441
SO029239	ED421442
SO029240	ED421443
SO029241	ED421444
SO029242	ED421445
SO029328	ED421446
SO029345	ED421447
SO029358	ED421448
SO029359	ED421449
SO029381	ED421450
SO029457	ED421451
SO029458	ED421452
SO029459	ED421453

SP - Teaching and Teaching Education

SP037623	ED421454
SP038023	ED421455
SP038024	ED421456
SP038025	ED421457
SP038026	ED421458
SP038027	ED421459
SP038028	ED421460
SP038030	ED421461//
SP038031	ED421462//
SP038032	ED421463//
SP038033	ED421464
SP038034	ED421465
SP038035	ED421466
SP038036	ED421467
SP038037	ED421468
SP038038	ED421469
SP038039	ED421470
SP038040	ED421471
SP038044	ED421472
SP038045	ED421473
SP038046	ED421474
SP038047	ED421475
SP038048	ED421476
SP038050	ED421477
SP038051	ED421478
SP038052	ED421479
SP038091	ED421480
SP038092	ED421481

TM - Assessment and Evaluation

TM027594	ED421482
TM027826	ED421483
TM027828	ED421484
TM027829	ED421485
TM027831	ED421486
TM028025	ED421487
TM028269	ED421488
TM028448	ED421489
TM028449	ED421490
TM028450	ED421491
TM028451	ED421492
TM028452	ED421493
TM028453	ED421494
TM028454	ED421495
TM028455	ED421496
TM028456	ED421497
TM028457	ED421498
TM028458	ED421499
TM028459	ED421500
TM028460	ED421501
TM028461	ED421502
TM028462	ED421503
TM028463	ED421504
TM028464	ED421505
TM028465	ED421506
TM028823	ED421507//
TM028824	ED421508
TM028834	ED421509
TM028835	ED421510

TM - Assessment and Evaluation (continue)

TM028836	ED421511
TM028837	ED421512
TM028838	ED421513
TM028839	ED421514//
TM028840	ED421515//
TM028841	ED421516//
TM028842	ED421517//
TM028843	ED421518//
TM028844	ED421519//
TM028845	ED421520//
TM028846	ED421521//
TM028847	ED421522//
TM028848	ED421523
TM028849	ED421524
TM028850	ED421525
TM028851	ED421526
TM028853	ED421527
TM028854	ED421528
TM028855	ED421529
TM028856	ED421530
TM028857	ED421531
TM028858	ED421532
TM028859	ED421533
TM028860	ED421534
TM028861	ED421535
TM028862	ED421536
TM028863	ED421537
TM028864	ED421538//
TM028865	ED421539//
TM028866	ED421540//
TM028867	ED421541//
TM028868	ED421542//
TM028869	ED421543//
TM028870	ED421544//
TM028871	ED421545
TM028872	ED421546//
TM028873	ED421547
TM028874	ED421548
TM028875	ED421549
TM028876	ED421550
TM028893	ED421551//
TM028937	ED421552
TM029321	ED421553

UD - Urban Education

UD031801	ED421554
UD032406	ED421555
UD032407	ED421556
UD032408	ED421557
UD032409	ED421558
UD032410	ED421559
UD032411	ED421560
UD032412	ED421561
UD032413	ED421562
UD032414	ED421563
UD032415	ED421564
UD032416	ED421565
UD032417	ED421566
UD032418	ED421567
UD032419	ED421568//
UD032420	ED421569//
UD032421	ED421570//
UD032423	ED421571
UD032424	ED421572
UD032425	ED421573
UD032426	ED421574
UD032427	ED421575
UD032428	ED421576
UD032429	ED421577
UD032430	ED421578
UD032431	ED421579
UD032432	ED421580
UD032433	ED421581
UD032434	ED421582
UD032435	ED421583//
UD032436	ED421584//
UD032437	ED421585//
UD032438	ED421586
UD032439	ED421587
UD032440	ED421588
UD032441	ED421589
UD032442	ED421590
UD032443	ED421591
UD032444	ED421592
UD032445	ED421593
UD032447	ED421594//
UD032448	ED421595//
UD032449	ED421596//
UD032450	ED421597//
UD032451	ED421598
UD032453	ED421599
UD032454	ED421600
UD032455	ED421601
UD032456	ED421602
UD032457	ED421603
UD032459	ED421604//
UD032460	ED421605//
UD032461	ED421606//
UD032462	ED421607//
UD032464	ED421608//
UD032613	ED421609